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ABSTRACT

A two-year program, designed to improve the elementary school Spanish language partial immersion program in the Minneapolis Public Schools, is described. Program objectives included the improvement of teacher skills and satisfaction, preparation of instructional materials in science and language arts, enhancement of student learning and satisfaction, and long-range planning for program and curriculum development. Activities and accomplishments of the project's first year are described. Seven specific objectives and methods for measuring outcomes were established. Efforts focused on two distinct areas, team-building and language skills. Literature is reviewed in both areas and the specific project activities in the second year are described, including initial and final teacher attitude surveys, day-long workshops with follow-up sessions, development of individualized learning plans, teacher language practice sessions, curriculum development workshops, translation of instructional units, development of language skills in the upper elementary grades, and student achievement testing. Fifteen specific conclusions and 12 recommendations for improvement are offered. (MSE)

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ENHANCING TEACHER PERFORMANCE IN SPANISH ELEMENTARY CLASSES

VOLUME ONE

Final Report

Prepared and submitted by

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INTRODUCTION

The Minneapolis Public School system has had a Spanish language component since the early 1970's. Originally designed to increase the attractiveness of an inner-city school and to help meet desegregation guidelines, the program proved popular and has grown in the intervening years to where it now includes 2,200 students and 33 teachers in 5 schools. In 1985 the World Languages Consultant for the Minneapolis Public Schools obtained a grant from the State of Minnesota to start a partial immersion program. Teachers were asked to teach social studies, science and mathematics using the Spanish language. The grant lasted two years over which time eleven units of new materials were developed. Although largely a successful program, a number of concerns were raised about various components of the programs. In the fall of 1988, the following issues were identified (Monson, 1988, pp. 2-3):

1. Spanish teachers in the Minneapolis Public Schools needed additional skills to teach in an immersion setting.
2. The teachers needed to learn additional activities to increase student learning in Spanish.
3. All Spanish teachers needed to increase their proficiency in the language. Some were felt to have serious deficiencies.
4. The science activity packages, a fundamental part of the science curriculum, needed to be translated into Spanish. Learning materials needed to be developed to teach comprehension of science vocabulary in Spanish.
5. The Spanish language programs needed to be further developed. They needed to include a better definition of their scope, sequence, and boundaries. The programs needed to teach Spanish language vocabulary, reading, and writing skills for social studies and science content.

YEAR ONE

Given these needs, and the desire to improve the elementary Spanish language program in the Minneapolis Public Schools, a proposal was developed by Lee Lundin, Consultant, World Languages, MPS, and Millie Park Mellgren, Assistant Professor, Second Languages, University of Minnesota.

Objectives

This project was approved for a two-year period from August 1, 1988, through July 31, 1990. The first year of the project is summarized in this section. The complete report (Millgren, 1989) is included in this report as Appendix A.

At the start of the first year, the following objectives were identified:

1. To improve the effectiveness of elementary school teachers who teach subject content in the Spanish language in partial immersion and content-based programs.
2. To improve the Spanish skills of elementary school teachers who teach the content curriculum in the Spanish language.
3. To improve the satisfaction of elementary school teachers in Spanish immersion and content-based programs.
4. To prepare science curriculum materials in the Spanish language for grades K-6.
5. To improve the Spanish language and subject content performance of children in grades K-6 who learn part of the district curriculum in the Spanish language.
6. To improve student satisfaction with their performance and learning experience in Spanish partial immersion and content-based programs.

(Monson, 1988, p. 3)

Results and Accomplishments

In the first year of the project, the following tasks were completed (Mellgren, 1989):

1. Eleven science units were translated into Spanish, bringing the total number of units available to 22. (See Volume Two of this report for the 11 units translated during the first year of the project.)
2. Six half- or full-day and one week-long workshops were conducted for teachers.
3. Four language practice sessions were offered to teachers.

4. Six curriculum development days were offered to the Spanish teachers.
5. Two curriculum planning sessions were held with teachers.
6. Peer observations were completed.
7. Fifth and sixth grade students were tested for Spanish proficiency.
8. Parents and teachers were interviewed.
9. Teacher performance data were gathered through observation.

It was concluded that this grant had facilitated a number of beneficial changes including: the creation and refinement of the Spanish curriculum at participating schools, the development of curriculum strategies, and formalization of the language arts curriculum. Furthermore, the teachers appreciated the opportunities, encouragement, and guidance offered through the grant (Millgren, 1989, p. 4).

YEAR TWO

After one year of involvement in this project, Professor Mellgren left the University of Minnesota. Additionally, none of the assistants working on the project were available to continue the project. A new team from the University was selected to complete the project.

Dr. Gary McLean, Professor and Coordinator, Training and Development, and Dr. Dale Lange, Professor of Second Languages and Associate Dean, College of Education, were selected as Principal Co-Investigators. The World Languages Consultant for the Minneapolis Public Schools, Lee Lundin, agreed to continue to work with the project. Four consultants were also hired to help with the project.

Objectives

Because of the changes in personnel and the expressed needs of the Spanish teachers after the first year of the grant, the original proposal was reviewed and revised. The objectives for the second year of the project were:

1. To improve the quality of teaching within the Spanish partial immersion environment.
2. To improve the satisfaction of elementary school teachers who teach within the partial immersion environment.
3. To develop a three- to five-year plan for additional program, curriculum, and organization development for the partial immersion program as it expands to include grades seven and eight.
4. To complete the development of Spanish-language science curriculum materials for Grades K-6.
5. To begin the development of language arts curriculum materials in the Spanish language for Grades K-6.
6. To improve the Spanish language performance of children in Grades K-6 who participate in the partial immersion program.
7. To improve the subject content performance of children in Grades K-6 who participate in the partial immersion program.

Methodology

Toward these objectives, a number of activities were planned and developed. Each teacher in the partial immersion program was to work in cooperation with project consultants and the World Languages Consultant to develop an Individualized Learning Plan. Peer coaching and individual meetings with project personnel would encourage teachers in carrying out the aspects of the plan and provide feedback on progress. Several other specific activities were planned in cooperation with the school principals and the World Languages Consultant for the Minneapolis Public School District. These activities included the following:

Objective 1

Teacher improvement in teaching the Spanish language would be encouraged by teachers:

a. Participating in five half-day (for each of K-3 and 4-6) curriculum development and strategy/resource-sharing activities in science and language arts,
b. Peer coaching activities,
c. Visiting local area schools that are successful in elementary school language immersion education, and
d. Feedback of teacher observations to the individual teachers.

Improvement would be measured by:

a. Evaluating students' Spanish language skills by formal testing using appropriate measures known within the field in November, 1989, and in May, 1990, as pre- and post-test measures. Comparisons would also be made between the end-of-year performance of students in fifth and sixth grades in May, 1989, and in May, 1990.
b. Evaluating teaching performance by comparing outcomes on the "Elementary School Foreign Language Teacher Observation Guide" (Curtain & Pesola,1988, pp. 194-195) in November, 1989, and in May, 1990.

Objective 2

Satisfaction of the teachers would be improved by:

a. Continuing monthly practice sessions in an appropriate cultural environment,
b. Conducting team building sessions with the teachers at each of the participating schools (Ramsey, Jefferson, and Webster) and developing a peer-coaching process through a one-day workshop offered to each of the three schools,
c. Teacher participation in supportive peer-coaching relationships, and
d. Monthly two-hour follow-up sessions within each school to reinforce team-building and peer-coaching skills.

Improvement would be measured by:

a. Attitude measurements in November, 1989, and May, 1990.

Objective 3

A three- to five-year plan for additional program, curriculum and organization development would be created through:

a. Monthly curriculum workshop meetings,
b. The Principals' Advisory Group meetings to obtain their input into the planning, as well as into the project as a whole, and
c. The one-day Principals' Advisory Group workshop which would focus on elementary school language learning.

Accomplishment would be measured by:

a: The existence of a three- to five-year plan for program, curriculum and organization development.

Objective 4

The completion of Spanish-language science curriculum materials would be accomplished by:

a. Participation in five half-day curriculum development and resource-sharing workshops (for each of K-3 and 4-6 teachers),
b. Individual contracting of curriculum development by teachers or other experts during the summer, and
c. Participation in the two-week summer workshop.

Outcomes would be measured by:

a. The existence of a completed Spanish-language science curriculum for Grades K-6.

Objective 5

The beginning stages of the development of language arts in Spanish would be undertaken by:

a. Teacher participation in five half-day curriculum development and resource-sharing workshops (for each of K-3 and 4-6 teachers),
b. Individual contracting for curriculum development by teachers or other experts during the summer, and
c. Participation in the two-week workshop.

Outcomes would be measured by:

a. The completion of at least two units in language arts in Spanish for each grade in Grades K-6.

Objective 6

It was assumed that the improvement of teachers' teaching skills would improve the Spanish language performance of children in the partial immersion programs.

This assumption would be measured by:

a. Evaluating students' Spanish language skills by formal testing using an appropriate measure known within the field in November, 1989, and in May, 1990, as pre- and post-test measures. Comparisons would also be made between the end-of-year performance of students in fifth and sixth grades in May, 1989, and in May, 1990.

Objective 7

It was assumed that the improvement of teachers' teaching skills would improve the content-based performance of children in the partial immersion programs.

Benchmark performance data do not exist for science or social studies. They exist only for math, reading, and writing. Therefore, accomplishment of this objective could be measured only for these areas by:

a. Comparing the end-of-year performance of students in the Spanish partial immersion environment in math, reading, and writing (for which city-wide benchmark performance exists) with a random sample of an equal number of students taken from the partial immersion program. Students would be matched on ethnicity and sex, and it would be assumed that the two groups would be approximately equal in socioeconomic status and academic potential.

REVIEW OF THE LITERATURE

As this project had two distinct areas of focus, the team building activities as one of the major intervention approaches used and the language skills activities, this review of the literature is also presented in two sections.

Team Building

An early attempt to study groups in the workplace was conducted in 1933 by a group of Harvard University professors in the Western Electric plant in Hawthorne, Illinois. These studies of the relationship between ambient lighting and productivity generated some surprising results. Impressive increases in productivity were not the result of changes in the environment but due to the sense of cohesion, interaction, and teamwork developed by the workers who were studied (the now famous "Hawthorne Effect"). One of the original members of the research team, Elton Mayo (cited in Dyer, 1987) pointed out several factors which contributed to the development of a highly productive work-team. These factors included: 1) The supervisor had a personal interest in the achievements of each worker, 2) the group helped determine the conditions of work, 3) the group received feedback on their performance, 4) the group took pride in its achievements and developed a sense of cohesion, 5) the group did not feel they were being pressured to change, 6) the group was consulted before changes were made, and 7) the group developed a sense of confidence and candor. These themes are still being used by managers and researchers to this day.

In the 1960's Likert and McGregor (cited in Dyer, 1987) sparked something of a resurgence of interest in the role of work groups. Each developed a list of characteristics of effective work groups or teams. These lists had many elements in common including: an open trusting atmosphere; participation by all members of the team in decision-making and problem-solving; open and honest communications; a sense of "belonging" to the group and group cohesion; the ability to deal constructively with conflict; and goal clarity.

More recently, other researchers have generated similar lists of characteristics of effective teams. Hanson and Lubin (1988) list the following characteristics of an effective team: 1) the team has common goals, 2) the team is interested in its own process and norms, 3) it identifies available resources and uses them, 4) members of the team continually try to listen and clarify what is said and how it is said, 5) differences of opinion are encouraged and freely expressed, 6) the team is willing to deal with conflict, 7) energy is directed toward problem solving rather than in-fighting, 8) members' roles are balanced, 9) risk taking is encouraged and the team learns from mistakes, 10) team members are committed to evaluating the team's performance, 11) the team is attractive to the members who consider it a source of growth, and 12) members develop trust and see it as the critical element for all the other factors.

Definition

The definition of "Team building" is not clear nor is any particular definition universally accepted. Team building has been defined as:

> ...the attempt to assist the work group to become more adept at its own problems by learning, with the help of a process consultant, to identify, diagnose and solve its own problems. The basic purpose of team building is to provide a means by which the members of a group can examine their own behaviors and develop courses of action which will improve task accomplishment (Baker, 1979, pp. 367-368).

> Team building interventions seek to build competent, collaborative, and creative work teams by removing the barriers to effective group functioning and by helping participants better understand and utilize the group

> processes associated with effective group behavior (Boss & McConkie, 1981, p. 45).

> A planned series of meetings facilitated by a third party consultant, with a group of people having common organizational relationships and goals, that is designed specifically to improve the team's task accomplishment by developing problem solving procedures and skills and then solving the team's major problems (Buller, 1986, p. 149).

> We define team building as a long-term, data-based intervention in which intact work groups experientially learn, by examining their structures, purposes, norms, values, and interpersonal dynamics, to increase their skills for effective teamwork. It is a direct attempt to assist the group in becoming more adept at identifying, diagnosing, and solving its own problems, usually with the aid of a behavioral science consultant (Liebowitz & De Meuse, 1982, p. 2).

Team building may be thought of as interventions that create and foster the development of effective teams.

The definitions of team building and organization development are very similar.

> Organization development is an effort: 1) planned, 2) organization wide, and 3) managed from the top, to 4) increase organization effectiveness and health through 5) planned interventions in the organization's 'processes' using behavioral-science knowledge (Beckhard, 1983b, p. 20).

> Organization development is a long-range effort to improve an organization's problem-solving and renewal process, particularly through a more effective and collaborative management of organization culture --with special emphasis on the culture of formal work teams-- with the assistance of a change agent, or catalyst, and the use of the theory and technology of applied behavioral science, including action research (French & Bell, 1983, p. 27).

Team building and organization development are, if not one and the same, very closely linked.

When to use team building

Four occasions have been identified when team building may be appropriate: 1) to strengthen an existing team, 2) to establish a new team, 3) to re-form a team after a reorganization, or 4) to improve interfaces among several teams (Liebowitz et al., 1982). Other authors suggest that team building is appropriate whenever team effectiveness is flagging or when there is a desire to increase team effectiveness.

There are some conditions which foster the effectiveness of team building efforts. Prerequisites for effective team building include:

- The support and commitment of the formal team leader, support of higher level management, team members who want to become involved, the team building effort occurs at an opportune time, and adequate time is allowed for the team building process (Baker, 1979).
- According to Beckard (1983a), the primary goal of the team development meeting must be explicit and well articulated. The primary goal must be owned by the leader of the group and understood (and agreed to) by the work group members. The leader's goal should be the condition within which third parties (consultants) work. If the consultant is working with a team, he or she should help the leader be explicit in defining and sharing the primary purpose.
- And, finally, according to Wesbord (1988) team building works when: each person has a stake in a problem which is considered important, the boss is willing to take a risk to improve team performance, all members agree to participate, and each person in the team has a chance to influence the agenda.

History of team building

The technology and methodology of team building grew out of the "Training group" (often referred to as T-groups, sensitivity groups, or encounter groups) work of the 1950's and 1960's (Dyer, 1987; Weisbord, 1988). The initial interest was in discovering the interpersonal relationships between people and the effect these relationships had on behavior. This view was consistent with the prevailing management philosophy of the times. Researchers were just beginning to explore the value of participative management styles. T-groups allowed a group of strangers to examine group process, experience group problem-solving, openly share information, give and receive honest feedback, and build norms of collaborative action in an environment which was emotionally "safe." While these experiences were judged to be successful when done with a group composed of strangers, transferring these methods and techniques into an organizational setting proved to be difficult.

In T-groups, people who were strangers to each other often had "a-ha" experiences which they could not describe to their co-workers or translate into new organizational policies, structures, systems, or procedures. When trainers tried to run T-groups within organizations, they found that people dredged up emotional issues too remote from the tasks at hand. There were two major differences between the T-groups with groups of strangers and with members of established organizations. First, because the groups composed of strangers had no common history or preconceived notions about each other, there was the need to focus on the "here and now." Work groups did have a common history, and it was unclear what should be the focus of the training. Second, the T-groups of strangers had a finite existence. They were organized, did the training, and disbanded never to meet again. The work groups, however, had not only a common history but a common future. These people would have to continue to work together (Patten, 1981).

Harvy and Davis (cited in Dyer, 1987) listed nine major differences between T-groups in a laboratory setting and in an organizational setting. They are:

1. Participants in laboratories are similar in personality structure. Their value systems are congruent with the values of laboratory training and laboratory trainers.

People in work groups are much more diverse in their orientation.

2. Laboratories are temporary systems. Organizations have more continuity and long-term existence.
3. In the laboratory the challenge is to create a system. In organizations the challenge is to change an existing system.
4. Laboratories are social systems; organizations are socio-technical systems.
5. Laboratories are geared toward small groups. Work groups focus on larger organizations.
6. Laboratory trainers are line managers. Organization consultants are staff.
7. Laboratory rewards are intrinsic; non-laboratory organizations' reward systems are usually more extrinsic.
8. Data are more available for laboratory settings than for non-laboratory settings.
9. Feedback is more available and less equivocal in a laboratory setting.

As the T-group processes were used in organizations, they evolved in response to these differences. The training became more focused and task oriented. In organizations the T-group approach became team building. While the underlying values of trust, honesty, communication, feedback, openness, and process orientation were maintained to a greater or lesser degree, the group would now focus on a more defined set of tasks. These tasks had to do with the concerns of a group of interdependent people working collaboratively in an on-going organization.

Purposes of team building

The tasks or purposes of team building have been delineated by various researchers and authors. Baker (1979) lists three roles or purposes of team building: 1) to clarify the roles of each member of the team, 2) to improve the climate of the group and enhance the level of trust and openness within the group, often leading to improved conflict resolution and problem solving, and 3) goal-setting. Team efforts are focused on establishing goals and action plans to insure that the goals are reached.

Team building is an appropriate method to set goals and priorities, to analyze or allocate the way work is performed, to examine the way a group is working, and to examine relationships among the people doing the work (Beckhard, 1983a; Liebowitz et al., 1982).

Team building and organization development

The models or steps used in team building efforts, while they vary from author to author in terms of the names and number of steps, are primarily based on the action-research model (Baker, 1979; Blake & Mouton, 1987; Drexler, Sibbet, & Forrester, 1988; Dyer, 1987; Liebowitz et al., 1982; Mitchell, 1986; Shonk, 1982; Varney, 1989). The action-research model is very similar to the organization development model. In fact, one definition of OD is organization improvement through action research. (French et al., 1983).

Action research consists of the following steps: preliminary diagnosis, data gathering from the client group, data feedback to the client group, data exploration by the client group, action planning, and taking action (French et al., 1983). Organization development (OD) practitioners have modified the terms slightly and typically use a seven-phase model (Burke, 1982; Liebowitz et al., 1982). 'Phases' is used in lieu of 'steps' as it more adequately conveys the dynamics of the OD intervention. 'Steps' implies a series of discrete actions. In team building, as well as other OD interventions, there is often a blending and blurring between the phases. The phases are identified as:

1. Scouting and entry
2. Contracting
3. Diagnosis
4. Feedback
5. Planning change
6. Intervention
7. Evaluation

Scouting and entry

In the first phase, someone, usually from within the client group, has determined that there is a problem or issue to be addressed. This person frequently has some idea about the cause of the problem and what needs to be done. This preliminary diagnosis is based on the person's specialized knowledge due to his or her position and role in the organization. A consultant, either internal or external, is contacted and meets with the client to explore the possibility of working together. The client seeks to discover if the consultant is qualified, trustworthy, has the proper experience, and if he/she feels comfortable with the consultant. The consultant seeks to determine whether the client is ready for change, the client's values and motivations, the resources needed and available, and if he or she can relate well with the client.

Contracting

The second phase is contracting. A formal statement of the relationship between the client and the consultant is developed and agreed upon. According to Weisbord (cited in Burke, 1982), contracting is

> an explicit exchange of expectations...which clarifies for consultant and client three critical areas:
> 1. What each expects to get from the relationship;
> 2. How much time each will invest, when, and at what cost;
> 3. The ground rules under which the parties will operate. (p. 160)

Diagnosis

The diagnosis phase is a major part of any intervention. During this time the consultant seeks to learn more about the client's concerns and problems. Using the client's preliminary diagnosis as a starting point, the consultant seeks to learn more from the members of the organization. There are a number of methods and techniques for gathering this information, and the consultant will likely use more than one to gather the necessary information. Members of the organization may be interviewed. Surveys may be developed and distributed. The consultant may simply observe the work setting and note his or her observations. Secondary records may be examined for information. Each of these methods has advantages and disadvantages in terms of validity, cost, and time (Nadler, 1977). The data are then analyzed and summarized using appropriate tools and methods.

Feedback

The purpose of giving feedback to the client is fourfold: to help the client understand the data, to ensure that the client 'owns' the data, to validate the findings and conclusions of the diagnosis, and to provide the energy to start the planning process. It must be presented in a manner which is clear, understandable, and relevant to the problem at hand. The consultant should be able to verify the data as accurate. It is important that the feedback be based on data and not on personal bias. The consultant must be careful not to overwhelm the client with too much data. The feedback is frequently presented in a meeting between the client and the consultant. Appropriate documents and media are used to convey the information.

Planning

The planning phase flows directly out of the data and feedback phases. The client and the consultant work together to develop plans and actions to address the identified concerns.

Implementation

Next, the plans are put into action. Often these plans are re-evaluated and adjusted as the intervention proceeds to account for unforeseen events and outcomes.

Evaluation

Finally, the entire process is evaluated by the client and the consultant. This evaluation may lead to the identification of further areas of concern or it may mark the end of the effort.

Effects of team building

Research on the outcomes of team development efforts has focused on two areas--the relationship between team building and affective components (i.e., attitude, morale, feeling valued), and the relationship between team building and group task performance. There is evidence that team building can improve worker attitudes, perceptions, and morale. However, due to a number of methodological concerns, researchers have stopped short of asserting a causal link between team building and positive changes in attitudinal data. The relationship between team building and improved productivity or work group effectiveness has not been established.

Woodman and Sherwood (1980) reviewed thirty studies of team building and found general support for the contention that team building elicits positive affective responses but could not verify that team building had a positive effect on performance.

In a review of thirty-six published studies, De Meuse and Liebowitz (1981) suggest that team building is consistently effective for enhancing individual worker's attitudes. Eighty-eight percent of the studies examined which used team building as the organization development intervention indicated positive results. The authors caution, however, that the majority of the studies reviewed did not use rigorous research designs, and, thus, the validity of the outcomes is questionable. They conclude that a lack of rigor in methodology precludes a definitive statement about the relationship between team building and organizational change.

An empirical study of the effect of team building and goal setting on productivity (Buller & Bell, 1986) failed to establish the link between the intervention and the reported increase in productivity, primarily due to the effect of uncontrolled variables.

One report of a successful team building effort (Boss et al., 1981) found that the team building efforts actually had a detrimental effect on the overall organization. The group's welfare became more important than the organization's welfare.

Methodological concerns

Much of the inability to confirm the value of team building may be attributed to problems in the research designs used in the published studies.

Woodman and Sherwood (1980) concluded that the most widely used research design was pretest-posttest with nonequivalent control groups. Evaluation measures tended to rely on perceived differences and did not address changes in actual performance. While acknowledging most of the studies reported positive outcomes, there was little evidence of internal validity in the reports. Finally, they note that interventions that fail are rarely published.

De Meuse and Liebowitz (1981) noted these and other concerns regarding the experimental designs of the studies they reviewed. They reported that over half of the studies used a pre-experimental design. The remainder of the studies were quasi-experimental. Such designs do not lend themselves to valid inferences or the testing of alternative hypothesis. In studies using multiple groups, either there was no control condition or random assignment was not done. The number of subjects in each study was low, typically less than twenty, which reduced the ability of any statistical tests to detect significant changes. They also noted that there is a tendency to publish only significant findings, thus there may be a great number of team building efforts that are not reported because they were not successful. The outcomes measured in the studies typically included personal reactions to the team building. These measures were often developed specifically for the intervention, and there was little evidence of the validity or reliability of the instruments. De Muse and Liebowitz judged the typical period of time between intervention and evaluation as too short (usually six months or less), preventing the assessment of long-term effects. Furthermore, team building was often just one component of a much larger organization development intervention, hence it was impossible to isolate the effects of team building. In most of the studies, the identified consultant or change agent was also responsible for the evaluation. This situation has the potential for not only a conflict of interest but the introduction of bias. Finally, they cite the lack of an agreed upon definition of team building as problematic. There is no standardized definition of what constitutes team building, and it may mean a number of things to a number of people. This makes a meaningful comparison of interventions impossible.

De Meuse and Liebowitz (1981) offer three reasons why the research on team building is lacking in rigor and postulate that, for these same reasons, the situation is likely to continue. First, team building and other OD interventions are clinical interventions in nature, and the phenomena being studied are almost impossible to measure accurately. Second, the impact of OD interventions is on individuals, not on the organization (the focus on individual affective change may be entirely appropriate). Measures of organizational change, either long or short term, may not be appropriate. Third, OD interventions rarely happen in isolation.

Organizations believe that, to make any meaningful change, the change effort must be overdetermined. Most organizations do not exist to do research. They are in business to do business, not serve as laboratories for OD research. They are concerned with getting the job done, not with meeting the criteria for meaningful research. Hence, OD interventions frequently include a variety of activities.

Team building/peer coaching

Peer coaching is closely related to team building. If team building fosters open and honest communication, feedback, conflict resolution, and problem-solving in an atmosphere of trust, then peer coaching is a logical extension and outcome of team building.

A study of the role of peer relationships in career development (Kram & Isabella, 1985) found that peer relationships can provide many of the career enhancing and psychosocial functions of a mentoring relationship including information sharing, job related feedback, emotional support, personal feedback, and friendship. Mentors are typically older and more experienced than the protege. In a hierarchical organization there are more peers than potential mentors. Thus, a peer coaching relationship is available to many more individuals than is a mentoring relationship.

A series of three studies has recently been conducted at Indiana State University to determine the effects of "Teachers Teaching Teachers," a peer coaching program, upon public school teachers' attitudes toward various personal and professional factors. In two of the studies (Gilman & Smuck, 1988; Gilman & Sommer, 1989), the program appeared to have been effective in improving teacher attitudes, enhancing collegial support, and increasing students' perceptions of teacher effectiveness. The third study (Gilman, 1989) reported that the program appeared to be most effective in enhancing collegial support and increasing students' perceptions of teacher effectiveness, though as these findings were statistically non-significant, such a conclusion by the author is unwarranted. A fourth study, focusing on a program called "Maintain Teacher Effectiveness" (Gilman, 1988), supported the findings of enhanced teacher attitudes, collegial support, and student perceptions of teacher effectiveness.

A study by Hosack-Curlin (1988) examined the effect of a peer coaching project upon writing teachers in a large, urban school district. The study found that peer coaching enhanced teacher learning, implementation of curriculum content, and teacher comfort with the new curriculum. Teachers in the treatment group also were more proficient in implementing new writing processes, both in terms of quality and quantity.

A study of the relationship between teachers quality of work life and teacher involvement with work (Louis, 1990) found that the most important predictors of teacher engagement are respect from other adults (administrators, parents, community members), opportunities to develop and use new skills, and frequent feedback on performance. The study also found that teachers who feel respected, who receive frequent feedback from colleagues, and who perceive congruence between personal and organizational goals are less likely to express negative attitudes. This study found that formal mechanisms of involving teachers in decision making are less important than informal influence in improving the teachers' quality of work life. Further-more, the study found that opportunities for collaborative work, peer-based staff development (peer coaching and teaching), departmental team teaching, non-evaluative peer observation, and curriculum development, all had a positive effect on teachers' quality of work life. This is important as the teachers' quality of work life is believed to be directly related to teacher engagement. Teacher engagement is seen to play a large role in student engagement and subsequent achievement.

Successful Practices in Elementary Language Programs

Unlocking the mystery door to reveal the ideal method for learning to communicate with others in a foreign tongue has been a goal through the millennia. Indeed, researchers have discovered that foreign language teaching was practiced as early as 3000 B.C.! This section will highlight the research in linguistics, language learning, and language acquisition which have impacted the approaches and curriculum used in elementary language classes today.

Rationale for early language learning

In the past decade, many influential groups have taken to task the U.S. education system, despairing over the lack of readiness and preparedness of our young people to compete globally in the world of the twenty-first century. Notable in many of the reports was the acknowledgement that our nation's security and global competitiveness call for heightened proficiency in second languages and cultures. In Strength through wisdom, the authors concluded that "a nation's welfare depends in large measure on the intellectual and psychological strengths that are derived from perceptive visions of the world beyond its own borders" (President's Commission on Foreign Languages and International Studies, 1979, p. 2). This Commission urges schools to

> encourage all students to master at least one foreign language... We also urge that language study begin in the early grades but note that its effectiveness depends upon the time devoted to it, a manageable class size, a supportive atmosphere, well-trained teachers and the careful integration of early language instruction with higher levels of study. (p. 2)

In A nation at risk (1983), the study of foreign language and culture was deemed to be as important as the five core curriculum areas of mathematics, computer science, English, social studies and natural sciences. Moreover, the findings in this report acknowledge the importance of the time factor in acquiring a second language: "achieving proficiency in a foreign language ordinarily requires from four to six years of study and therefore should be started in the elementary grades" (p. 2).

There are cultural and attitudinal reasons as well that advocate for early introduction to language learning. In arguably the most widely accepted treatise on effective reasons for early language learning, Lambert and Klineberg (1967) concluded that, after the age of ten or eleven, the social attitudes of young people are less open to change. Carpenter and Torney (cited in Curtain & Pesola, 1988) state that children under age 10 have not yet developed the preconceptions and stereotypes which may hinder acceptance of those from other cultures.

Rhodes and Schreibstein (1983) enumerate the following salient points to make the case for beginning second language instruction in elementary school:

1. Early instruction in a second language is similar to early instruction in any skill. The earlier one starts, the more time there

is to learn--and it takes a long time to become proficient in a foreign language.

2. Early foreign language instruction gives children a cultural awareness of people from other countries at a time when they are most receptive.

3. Children are excellent mimics. They are less self-conscious than adults when it comes to pronouncing strange words.

4. The early study of foreign language helps children to develop an awareness of their native language and helps their listening and speaking skills.

Further influential support for early second language has come from a task force of the nation's governors who are alarmed about the lack of international education in this country (National Network for Early Language Learning, 1989). The task force report suggested that the states offer foreign languages as early as the first grade and require elementary and high school students to study world cultures and history.

Historical perspective

Although language professionals may be tempted to bask in the interest being showered on them at the present, it is important to remember that foreign languages in the elementary school were widely touted--and bitterly denounced--as recently as three decades ago. After the launch of Sputnik by the Russians in the late 1950's, our nation placed great emphasis on increased study of science and mathematics and the importance of second language learning as a means to compete more effectively, concluding that we would not have been surprised by the Russians' ability to initiate space exploration had more citizens been able to read Russian scientific journals.

Through ample funding by the Congress, language teachers were sent to Summer Institutes to be retrained in the audio-lingual method of language teaching, based on structural linguistics and behavioral psychology.

Unfortunately, the heyday in teaching foreign languages in the elementary schools (FLES) disappeared by the mid-sixties, due to reasons cited by many, including Alkonis and Brophy in "A Survey of FLES Practices" (1961), a report published by the Modern Languages Association:

> 1. A majority of the FLES programs that we observed do not fulfill the primary aim of such a program. . . . Sometimes the teacher is weak; just as often the weakness lies beyond the teacher's control, in the materials or the scheduling.
>
> 2. Many programs emphasized such aims as "world understanding" or "broadened horizons" to the extent that it is a clear misnomer to call them language programs. . .
>
> 3. There is such a diversity of linguistic content that a general evaluation of results . . . appears to be impossible.
>
> 4. From the widespread emphasis upon learning lists of words, we conclude that a majority of the FLES teachers think of language as words to be learned in isolation and then strung into "conversation."
>
> 5. Many programs, started without planning and provision for the materials of instruction, and the eventual integration with junior and senior high school courses are considered "experimental," but there is no clear statement of the conditions and terms of the experiment and no provision for the evaluation of its results.
>
> 6. The most obvious weakness is lack of teachers with sufficient skills in the language and training in methods...
>
> 7. In many schools...FLES is conceived of as merely a preview or prelude to "real language learning" ...rather than as a serious, systematic attempt to develop attitudes and skills.
>
> 8. Few programs are planned as an unbroken, cumulative sequence from the primary through the junior high school. (pp. 213-217)

In his thorough account of the demise of FLES programs during the 1960's, Anderson (1969) described the pitfalls which assured their failure:

> Many communities, enchanted by the promise that a FLES program offers, set out with a minimum of preparation, only to find later that, to endure, a FLES program requires hard work, time, money and expertise. A minimum commitment--a late start, doubtful continuity, too little class time, overloading the teacher, leaving the teacher to work in isolation--leads to almost certain disenchantment. (p. 138)

Today, the renewed interest in language programs is accompanied by a plethora of recent research into language acquisition, based in part on studies done with the incoming Southeast Asian populations who are learning English as a Second Language. This research has resulted in general acceptance of the theories of language acquisition proposed by Krashen and Terrell in The natural approach: Language acquisition in the classroom (1983). The authors explain that children acquire a language in a classroom when they are surrounded by the language until they have had ample opportunity to hear and gain understanding from the context. Adults tend to learn a new language through study of the grammatical rules which they apply when they try to speak.

Krashen's comprehensive hypotheses regarding children's acquisition of language have been most influential in the establishment of elementary language programs. In The natural approach, Krashen and Terrell (1983) explain that language acquisition takes place only when people understand the message being communicated. Thus, listening to the radio in the foreign language if the message is incomprehensible does nothing to help the student acquire the language. In addition, the language acquirer has to be "open" to the input which includes having positive feelings towards native speakers of the language, a low anxiety level and some degree of self-confidence. The authors state that there are certain underlying principles in language acquisition:

1. "Comprehension Precedes Production" implies that language classes should start with the students' understanding what is being said to them.

2. The instructor will always use the target language.

3. The topic will be of interest to the student.

4. The instructor will be responsible for the student's understanding of the message. (Krashen & Terrell, 1983, p. 65)

A downfall of FLES programs in the 60's was the implicit emphasis on structure and rules as the foundation for communication. Krashen and Terrell (1983), conversely, state that language acquisition takes place in situations which are meaningful and interesting to the learner. This theory has major implications for the type of language program which is instituted in the elementary school as well as for the curriculum and teaching strategies associated with the program.

Curtain and Pesola (1988) build on Krashen and Terrell's theory by reminding us that the

> teacher will provide students with an environment in which they are surrounded by messages in the target language which communicate interesting, relevant information--in a language which the students are able to understand (p. 65).

The teacher will not use contrived speech but rather will use natural language and strategies designed to increase the "comprehensible input" for the learner. Some of the characteristics of this "caretaker speech" are:

1. A somewhat slower rate of speech.
2. More distinct pronunciations.
3. Shorter, less complex sentences.
4. More rephrasing and repetition.
5. More frequent meaning checks.
6. Use of gesture and visual reinforcement.
7. Greater use of concrete referents. (p. 64)

Models of elementary language programs

Lipton (1988) has delineated three broad categories of elementary language program models: FLEX, Sequential FLES and Immersion. Curtain and Pesola (1988) have added a fourth model which they term Auxiliary Language Programs.

The FLEX or Foreign Language Exploratory Programs are usually programs of short duration and serve as an introduction to one or more languages. These programs vary from being language-intensive to being about languages with the goal of increasing interest in studying languages at a later date. Pesola (1988) points out that of all the program models the FLEX program has the most limited goals. These programs often give students an exposure to different languages so that they can make a choice later on.

Unlike the above-mentioned model, FLES programs are in one language for an established sequence of time during the school year and over several years of the student's elementary experience. Some FLES classes, augmented with one or more subject areas, are termed content-enriched FLES classes. This model is found in the Minneapolis elementary programs at Webster Open and Ramsey International/Fine Arts school.

Immersion Programs have been specified by Curtain and Pesola (1988) as Total Immersion, Partial Immersion, Early Immersion, Middle Immersion, Late Immersion, Double Immersion, Two-Way Immersion and Continuing Immersion.

Total Immersion programs are ones in which the second language is used to teach the entire curriculum 100% of the time up to Grades 2 or 3. English instruction is gradually introduced after that time. Curtain (1986) defines immersion as "an approach to second language instruction in which the second language is the medium of instruction rather than the object of instruction" (p. 1).

From the onset of immersion education in Canada, critics expressed doubts about students' ability to perform well in other areas of the curriculum when their medium of instruction was a foreign language. However, evaluations by Swain (1979) of immersion students in French-speaking Canada indicate that students perform as well as--and often better than--their English-only peers in English. She further concludes that students acquire greater proficiency in the second language compared to students in traditional second language programs.

Substantiating the importance of language as the medium and not the message is Krashen and Terrell's (1983) hypothesis that language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning.

Partial Immersion programs involve instruction in certain content areas in the second language only while the remainder of the school day is in English.

In Early Immersion programs, students begin learning the second language in kindergarten through second grade, while Middle or Late Immersion programs are begun at more advanced stages of a student's elementary schooling.

Double Immersion programs are designed to teach students two new languages at one time, with half the day spent in each of the languages.

Two-Way Immersion programs include students who are native speakers of the language as well as students whose native language is English.

Auxiliary Language programs encompass those programs which do not take place during the defined school day. They include language camps as well as before- and after-school programs.

Curtain and Pesola (1988) point out that program planners must choose among the program options depending on the language proficiency outcomes they desire and the budgetary and staffing considerations operative in their respective districts.

Pesola (1988) warns that "no graduate of an elementary school foreign language program should be placed with beginners in the middle or junior high school" (p. 5). Furthermore,

> underlying every program and model description is the fact that language proficiency outcomes are directly proportional to the amount of time spent by students in meaningful communication in the target language.
> (Curtain & Pesola, 1988, p. 35)

Organizing instruction--Proficiency and communication guidelines

As Met (1988) points out, proficiency-oriented instruction focuses on what the learner can do with language rather than what the learner knows about language (p. 95). Proficiency is defined through the features of function, context and accuracy. Thus, a learner would be described as being able to argue, persuade, narrate, and interrogate (function) about certain topics such as ordering a meal, conversing at a party, and giving a work-related speech (content) and the degree to which the student can interpret incoming messages and produce the same accurately (accuracy).

According to Galway (1987), proficiency is not defined as a series of equi-distant steps. Proficiency represents less a linear progression and more of an outward spiral. This naive illustration "can serve to disabuse the notion of a point and line scale having a distinct beginning and end" (p. 27).

Simply stated by Liskin-Gasparro (1984), "language proficiency is the ability to function effectively in the language in real-life contexts" (p. 12).

Implications of teaching for proficiency have resulted in a sense of relief for language teachers as they have now been assured that there is no single method for teaching language since language learning is based on a complex intertwining of several factors. Habit formation, the foundation of the Audio-Lingual Method so prevalent in the 60's and 70's, resulted in students learning habits, many of which had no application in the outside world. No longer is a closed system of curriculum, textbook, and tests satisfactory in gauging the ability of the student to use the material in the world outside the classroom.

Omaggio (1984) suggests that teachers use the Guidelines for Proficiency established by the American Council on the Teaching of Foreign Languages (ACTFL) as the organizing principle for designing learning and teaching activities in their classes. By embracing the proficiency guidelines as the basis for judging student learning and determining the activities necessary to accomplish this, the teacher is free to use a variety of "methods," further acknowledging that there is no one method to assure communicative goals in the foreign language.

Omaggio (1984) lists five hypotheses around which the instructor might organize the classroom activities in order to assist students to attain higher levels of proficiency:

1. Opportunities must be provided for students to practice using the language in a range of contexts likely to be encountered in the target culture.

2. Opportunities should be provided for students to carry out a range of functions likely to be necessary for interacting in the target language and culture.

3. There should be concern for the development of linguistic accuracy from the beginning of instruction.

4. Proficiency-oriented approaches respond to the affective as well as the cognitive needs of the students.

5. Cultural understanding must be promoted in various ways so that students are prepared to understand, accept, and live harmoniously in the target-language community.

Curtain and Pesola (1988) suggest that a new organizing principle for language instruction can be summarized as meaningful communication in the context of a holistic approach to learning. This principle is based on research in second language acquisition, the communicative competence movement, experience with immersion programs, cognitive psychology and content-based instruction.

> This principle replaces the grammatical approach...and the emphasis on memorization and recitation that has so frequently characterized language instruction in the elementary school (p. 117).

With meaningful communication as the goal for elementary language programs, Curtain and Pesola (1988) point to the naturalness of the elementary curriculum as a vehicle for establishing communication. In most FLES or FLEX programs, as described above, content and context are lacking, and the teacher is required to create meaningful activities. Comparing language learning to elementary music classes, the authors state that students in music classes perform selections chosen by their teacher to match their skills; they don't just practice scales. Likewise,

> the elementary school foreign language teacher who thinks only in terms of lists and drills, of mastering a body of grammatical forms, of a series of pronunciation tasks, and of memorizing lists of basic vocabulary is not giving the students any opportunity for authentic messages and is not providing inherently motivating tasks (p. 119).

The elementary language teacher is freed from the constraints imposed by one single method and is encouraged to take into account theories of cognitive psychologists, such as Glover and Bruning (cited by Curtain & Pesola, 1988), as they relate to instruction:

> 1. Students are active processors of information.
>
> 2. Learning is most likely to occur when information is made meaningful to students.
>
> 3. How students learn may be more important than what they learn.
>
> 4. Cognitive processes become automatic with repeated use.
>
> 5. Metacognitive skills can be developed through instruction.
>
> 6. The most enduring motivation for learning is internal motivation.
>
> 7. There are vast differences in students' information-processing abilities. (p. 65)

Among the activities suggested by Curtain and Pesola (1988) to develop communicative abilities are songs, games, plays, role-playing and small group or pair work. Students might work together to solve a problem, share information and assist one another. Small groups and pairs can be the most natural and effective means of helping students communicate.

Profile of an elementary language teacher

Activities leading to communication in a natural context such as the elementary classroom, using the curriculum as a guide for content or what to teach, require skilled, enthusiastic and knowledgeable teachers at this level. Met (cited in Curtain & Pesola, 1988) summarized the characteristics of good elementary language teachers at a conference in Raleigh, North Carolina, on March 17, 1987, as those who are prepared to do the following:

> 1. Understand and like children.
>
> 2. Be skilled in the management of an elementary school classroom.
>
> 3. Know the elementary school curriculum.
>
> 4. Teach second language reading and writing to learners who are developing first language literacy skills, so that the foreign language program can build on these skills rather than fighting [sic] with what is going on in the first language curriculum.
>
> 5. Understand the precepts of communicative language teaching and draw from a repertoire of strategies to implement these precepts.
>
> 6. Use the target language fluently, with a high degree of cultural appropriateness.
>
> 7. Draw on an excellent understanding of the target culture, especially as it relates to children, including children's literature. (pp. 273-274)

Guidelines for the preparation of teachers for foreign languages in the elementary schools have yet to be developed, although studies are underway to facilitate their development. In the meantime, school districts have adopted their own means for selecting teachers, based on the language programs in existence in the District. It is generally recognized now, unlike during the 60's, that successful secondary school language teachers are not necessarily successful elementary language teachers. Indeed, the influence of the ACTFL Proficiency Guidelines and research cited above, particularly in the fields of second-language acquisition and cognitive psychology, may soon cause language educators to redefine successful language teaching at the secondary level, based on our growing knowledge and success with elementary programs.

YEAR TWO ACTIVITIES

A set of activities was designed to meet each of the seven year-two objectives listed on pages 5-8. Outcomes to be measured are also identified on pages 5-8. In this section, the activity and results are first described, along with the measurement procedures used. This is followed by the results for each objective.

Attitude Survey

In November of 1989 the project team developed a customized survey to assess the Spanish teachers' attitudes and interests. In December a member of the project team visited each of the participating sites (Jefferson, Ramsey, and Webster) and administered the survey to the Spanish teachers. The teachers were assured that all information would remain confidential and would be reported in summary form only. They were specifically instructed not to put their name on the forms. Each teacher was given a survey and asked to complete it before leaving the meeting. The survey consisted of 45 Likert-scale items designed to assess the teachers' disposition regarding cooperation in the school, communications, feeling valued for the work they do, supervision, Spanish language skills, and overall morale. The inventory items were developed by members of the project team and were randomized on the form with regard to the categories and their order. Additionally, the scale on five of the items was reversed to encourage careful reading of each item. The teacher was asked to indicate his or her level of agreement with each of the statements (see survey form in Appendix B).

The results of the survey were quite encouraging. The scores on this survey were all very positive. Even the lowest scores did not seem to reflect serious problems. Communications seemed to be the area of most concern. (Full survey results are in Appendix B).

No one school stood apart from the others in terms of expressed problems or strengths; all seemed to be equally strong.

Ramsey scored below the group average on all scales except for Spanish language skills. This was a bit difficult to interpret. The scores were not that low and did not seem to indicate a major problem. The number of respondents at Ramsey was also much larger than the other two schools (X vs. Y & Z), and the results may have been a reflection of the influence of a larger sample size or perhaps more variance in the answers. Overall, it seemed that the teachers believed that their programs were basically healthy, and they expressed only minor concerns. Instead of correcting for deficits, there was the unique opportunity to build on strengths

The survey also asked the teachers to indicate their level of interest in a number of topics for future consideration in the development of workshops. Questions were again based on a Likert-scale, and mean scores and frequency counts were computed. The teachers indicated an interest in a number of topics related to the preparation of Spanish curriculum materials and delivery of the Spanish language. Topics such as the "preparation of teaching materials," "strategies for teaching content," "outcome-based language instruction," and "refining the scope of instruction" had the highest interest scores.

Data from the survey were analyzed and reports generated for the teachers at each of the participating schools. A separate report was generated for each school as there was no benefit to be gained from publicly comparing the schools to each other. Each school's consultant presented the reports, helped interpret the findings, and led a discussion of the results at each of the participating schools. These discussions led to the development of topics for future meetings.

Final Survey and Evaluation

Based on the initial attitude survey conducted in November of 1989, a second survey and final evaluation form was developed (Appendix C). It included the same set of 45 Likert-scale items designed to assess the teachers' feelings regarding: cooperation in the school, communications, feeling valued for the work they do, supervision, their Spanish language skills, and overall morale. Another set of questions was added which asked the teachers to evaluate the entire project in terms of their personal investment in the project, support they received for the project, the value of the day-long workshop, the value of the monthly follow-up sessions, peer coaching activities, the language practice sessions at the restaurants, the individualized learning plans, and the half-day curriculum workshops. There was also a section of open-ended questions.

A member of the consulting team conducted the survey at both Jefferson and Webster schools. Due to scheduling constraints, it was not possible to schedule a time to meet with the Ramsey teachers. Arrangements were made with the Ramsey school contact person to leave the surveys in her mailbox at the school. She was to distribute them to the teachers and return them to the consultant. After two weeks only 3 surveys out of 13 had been returned. A letter was sent to each of the Ramsey teachers reminding them of the survey. After another 10 days, the teachers were telephoned to remind them of the survey and to see if they needed another copy of the survey or if they had any questions about the process. Three teachers indicated that they did require another copy of the survey. A survey and a return-addressed stamped envelope were sent to these teachers. All three were returned.

Seven teachers (of seven) at Jefferson, seven teachers (of thirteen) at Ramsey, and five teachers (of six) at Webster completed the follow-up surveys for a total of 19. While it is not possible to determine why many of the surveys were not returned, it is known that many of the teachers had plans to leave for study overseas immediately following the end of the school year.

Individual attitude items

Items 25, 29, and 45 were the only items to have a mean score below 3 with 5 being the most desirable score. Item 25 was, "The World Language Coordinator is a valuable resource for me" (mean score = 2.90, s.d. = 1.20).

Item 45 was, "I can readily find out what's being done at other schools in my area" (mean score = 2.84, s.d. = 1.07).

Item 29 was, "Rumors are frequently heard" (mean score = 2.50, s.d. = 0.92). The "direction" or polarity of this question has been corrected in the scoring process. A high score is more desirable than a low score.

Items 3 and 21 scored above 4.50 on the 5-point survey. The standard deviation of these scores was relatively low, indicating strong agreement on these items. Item 21 was, "My work is important" (mean score = 4.74, s.d. = 0.45) Item 3 was, "I don't mind doing something 'extra' to help my students" (mean score = 4.68, s.d. = 0.48).

24 of the 45 items had mean scores over 4.00, and only 3 items had a mean score below the scale's midpoint of 3.00. Given normal respondent tendency to regress to about a 3.00 mean, these scores appear to be quite positive.

Because of the low number of surveys, statistical tests comparing the first and second survey have very low power, resulting in a very low probability of detecting significant (let alone practical) differences. None of the questions shows a statistically significant difference using a two-tailed t-test with $\alpha = .05$ (Appendix D).

The three highest scoring individual items are the same on both the first and the second survey (items 3, 4 and 21). Two of the three lowest scoring items are also the same on the two surveys (items 29 and 45).

On the first survey 21 of the items had a mean score above 4.00. On the second survey 24 of the items had a mean score above 4.00.

It appears that the teachers continue to perceive the organization as strong with few areas of weakness. The survey instruments did not detect any statistically significant differences between the two administrations.

Categorical scores

When the scores are grouped into the 6 identified categories (Cooperation, Communication, Feeling Valued, Supervision, Spanish Language Skills, and Morale), Communication has the lowest score. This is true overall and from school to school. Morale has the highest score overall and from school to school. This was also the case on the first survey.

Project evaluation items

Questions 46 through 89 asked the teachers to indicate their level of agreement with a number of statements designed to evaluate the various aspects of the project.

Four of the individual evaluation items had a mean score greater than 4.00. Of these items, three concerned the language practice sessions conducted at the restaurants. The teachers strongly agreed with the following statements:

> "The language practice sessions helped me interact more with other teachers" (item 78) (mean score = 4.43, s.d. = 0.65).
>
> "The language practice sessions were enjoyable" (item 75) (mean score = 4.36, s.d. = 0.75).
>
> "The language practice sessions were worthwhile" (item 73) (mean score = 4.21, s.d. = 0.98).

Item 62, "I enjoyed the day-long workshop," also scored above 4.0.

Fifteen of the evaluation items were below the middle option on the scale of 3.00.

Two of the items related to the teachers' personal investment in the project: Item 51 ("I had adequate input into how this project would proceed," mean score = 2.84, s.d. = 0.96), and item 49 ("I was actively involved in the planning of this project," mean score = 2.68, s.d. = 0.89).

Three of the items related to the level of perceived support provided by the teachers' supervisors: Item 55 ("I had adequate time available to participate in this project," mean score = 2.95, s.d. = 1.03), item 57 ("My supervisors took an active interest in my participation in this project," mean score = 2.68, s.d. = 0.09), and item 56 ("The World Language Coordinator went out of her way to help me participate in this project," mean score = 2.37, s.d. = 1.01).

One of the items with a mean score below 3.00 concerned the day-long team building workshops: item 58 ("The day-long workshop was a valuable experience for improving my classroom performance") had a mean score = 2.94, s.d. = 1.03.

One item concerned the monthly follow-up sessions at the schools. Item 65 ("The follow-up meetings have made a difference in my classroom") had a mean score = 2.68, s.d. = 0.89.

All three of the items related to peer coaching had mean scores below 3.00: Item 69 ("I have had sufficient time on the job to participate in peer coaching activities," mean score = 2.33, s.d. = 0.84), item 70 ("I have participated willingly in peer coaching activities at my school since the day-long workshop," mean score = 2.41, s.d. = 0.80), and item 71 ("Circumstances at my school encourage the application of peer coaching principles," mean score = 2.59, s.d. = 1.06).

Item 83 ("I have reviewed my ILP since I met with Sandy Johnson") had a mean score = 2.44, s.d. = 0.96.

Two of the items concerning the curriculum workshops had a mean score below 3.00: Item 89 ("I am interested in attending a week-long workshop with Helen this summer," mean score = 2.79, s.d. = 1.51), and item 86 ("The half-day language workshops helped me improve my language skills," mean score = 2.16, s.d. = 1.07).

Categorical evaluation scores

The individual evaluation items were grouped into 8 categories (Personal Investment in the Project, Support for the Project, Full-day Team Building Workshop, Monthly Follow-up Sessions at the Schools, Peer Coaching, Language Practice Sessions, Individualized Learning Plan, and the Curriculum Workshops), each a major component of the project. The peer coaching component of the project had the lowest average score. This was true overall and at each school. The language practice sessions were the highest rated component of the project. Again, this was true overall and at each of the schools.

Webster school teachers gave the lowest evaluation scores in 6 of the 8 categories. This may be due, in part, to their limited participation in follow-up meetings and activities.

Open-ended questions

The teachers were also asked to respond to nine open-ended questions about the project. The teachers indicated that the most valuable aspect of the project was the opportunity to meet with teachers at their school to share ideas. The least valuable part of the project had to do with team building due to a scarcity of time for the project. The open-ended comments suggest that the teachers have a desire to improve themselves and their performance in the classroom, and this desire facilitated their participation in the project activities. Lack of time was the single largest factor hindering participation. The teachers see better communication and working relationships with team members as an outcome of the project. In future workshops they would like more attention devoted to the development of curriculum and materials for the classroom. Few teachers took the opportunity to translate lessons into Spanish. Again, a lack of time was the most frequently cited reason, although some concerns were raised about the value of the translations. Most of the teachers believe that their students did benefit, indirectly, from the project, although few gave specifics.

Summary

The teachers continue to perceive their schools as having more strengths than weaknesses. They see the schools as healthy and teacher morale is high.

There appears to be little difference among the schools in how they rated the various components of the project. The most valued component was the language practice sessions; the least valued was the peer coaching activities. The largest barrier to participation appears to have been a lack of available time. There is some evidence to suggest that the project did have a positive influence on the teachers by providing the opportunity for dialogue among teachers, allowing teachers to gain new ideas from peers, and by increasing language skills through group practice at the language practice meetings held at the restaurants.

Day-long Workshops

In December of 1989, four one-day, day-long, team-building/peer coaching workshops were held for the Spanish teachers involved in the project. Because of the number of teachers involved in the project at the Ramsey school, this group was split, and the workshop was offered twice. Teachers from Jefferson and Webster had their own workshops. The purposes of these workshops and materials were to help the teachers at each of the schools: 1) understand the principles and practices of team-building, 2) support each other in the implementation of a continued team-building and peer coaching structure, 3) develop and promote cohesion within the team to enable successful practice sessions of peer coaching, and 4) develop and use tools and techniques for team-building and peer coaching within the team. The tools and techniques included: problem-solving, communication skills, active listening, coaching, feedback, and the action-planning process.

These workshops were facilitated by members of the project team and included a set of materials and activities which had been specifically developed for these workshops (materials are in Appendix E). The teachers received a workbook to use during the workshop and to take with them as a reference. This workbook included examples and materials to support the above noted tools, techniques, and objectives.

The Jefferson workshop was held on December 12, 1989, at the Normandy Inn/Best Western hotel in downtown Minneapolis and was facilitated by Susan DeVogel. Six of the seven Spanish language teachers participated. The teachers expressed various concerns over the concept of peer coaching. Non-instructional tasks such as answering the phone and packaging take-home notices were already reducing the time the teachers had available for developing and teaching content. Peer-coaching was seen as another task that would take them away from their primary task of teaching. The concept was more readily accepted when it became clear that they already were spontaneously engaging in many peer-coaching activities, such as asking each other for assistance and problem-solving. Concern was also expressed about being observed by others in the classroom setting.

Another concern expressed by the Jefferson teachers had to do with the placement of non-Spanish speaking students into the immersion program. These students could not understand the content of the science, math, or social studies classes due to their inability to understand the Spanish language. This situation created numerous problems for the teachers. Should they slow the pace of the content, in effect retarding the progress of the Spanish speaking students, to allow for the non-Spanish speaking students to catch up, or should they forge ahead and run the risk that the newcomers might not understand? These questions became the basis of many of the problem-solving techniques taught in the workshop.

The first Ramsey workshop was held on December 5, 1989, at Normandy Inn/Best Western hotel in downtown Minneapolis. The second was held on December 6, 1989, at the Minneapolis Hilton/Metrodome. Both workshops were facilitated by Amy Tolbert. In these meetings the teachers expressed a desire for the Spanish program to stabilize after many years of growth and change. They stated a need for more time to be allowed for the development of the curriculum as well as time to refine the scope and sequence of language lessons. Teachers voiced concern over a sometimes adversarial relationship with school system administrators and within their own school. These concerns were used as material for the workshop exercises and carried over to the follow-up meetings held in the following months.

The Webster workshop was held on December 14, 1989, at the Normandy Inn/Best Western Hotel in downtown Minneapolis and was facilitated by Barry Johansen. The teachers' primary concerns were a lack of time, due to all the various meetings they must attend, and a lack of resources to purchase or develop new lessons. Webster is an open-school and the teachers all participate on a number of teams for various subject areas. Most of the teachers are also heavily involved in non-academic activities (i.e., coaching sports) and in activities outside the school (i.e., attending classes at the University). They stated that the workshop was the first opportunity they had had to get together as a team and discuss issues of importance. Although all agreed upon the value of working together as a team, they were not willing to continue to do so without compensation. It was felt that they are already giving more than 100% to the school and that the school system should allow them time to meet as part of their regular duties. They also expressed a need for additional funding to purchase materials (books, activities, films) to teach Spanish. Although they knew of the existence of excellent materials, they were frustrated that they did not have access to them.

Follow-up Sessions

Monthly (January-May) follow-up sessions were scheduled to reinforce and continue the work started in the day-long team-building/peer-coaching workshops. Teachers were paid to attend these sessions. In these sessions teachers were encouraged to discuss the problems and concerns relevant to them, their school, their students and/or the overall Spanish partial immersion project. These sessions were facilitated by the same person who had led the full-day workshop, enhancing familiarity, trust, and continuity between the teachers and the project personnel.

The Jefferson Spanish team met five times (January-May). The two-hour meetings were held at the school and were facilitated by Susan DeVogel. These meetings were well attended with only an occasional absence. The first part of the meetings was devoted to dealing with unfinished business and team matters. The rest of the time was used to discuss and practice skills such as feedback, communication, and conflict management. The April and May meetings were totally devoted to using the skills that had been learned to deal with actual team decisions, issues, and conflicts.

Most of the team members appeared to be committed to improving the work of the group and using the team and peer-coaching processes toward that end. Individual commitment to the process did vary from meeting to meeting and from person to person. One team member was somewhat resistant to the process and did not appear to participate fully. Another member was at first resistant but later did become involved and took an active role in addressing team concerns.

The consistency of the monthly group meetings led to increased trust among team members and contributed to their willingness to face difficult issues. The team continued to use and refine the skills that had been taught and reinforced in the workshop and follow-up meetings.

A number of systems issues were discussed, most of which were beyond the control of the group. Concern was expressed over the difficulty of trying to meet the needs of students with greatly varying levels of proficiency in Spanish within the context of a partial-immersion process. This is of special concern when children transfer into the program in the upper grades and are expected to learn science or math skills when their language skills are limited or even nonexistent.

The Ramsey Spanish team met monthly between January and May, 1990. The meetings lasted two hours and were facilitated by Amy Tolbert. Although the day-long workshop required the Ramsey team to be split into two sections, the entire team was invited to participate as a group at the follow-up meetings. Attendance ranged from 8 to 14 people per meeting. During each session, the team would identify pertinent issues, prioritize them, and select issues for work that session. The group would discuss the importance of the issue and create action plans, assigning specific tasks to members of the group. Members of the group would bring pertinent articles from periodicals and make copies available to all team members for future reference. The topics addressed included survey feedback, communication with culturally diverse groups, pooling and organizing resources, recommendations for the K-5 Spanish program, recommendations for teacher-parent meetings, curriculum development, and individual/group roles within the Ramsey school.

By the end of the year, the teachers were able to recognize the changes they had made over the course of the project and expressed gratitude for the follow-up meetings.

Despite vigorous attempts to schedule follow-up meetings, the Webster group met only once, on February 12, 1990. The meeting was facilitated by Barry Johansen. All of the Webster Spanish teachers attended, although none was available at the agreed upon starting time and arrived at various times during the meeting. At the meeting, many of the teachers seemed either preoccupied with other concerns or not personally invested in the meeting. Some mentioned that they would rather be somewhere else, while others used the telephone or sorted through paperwork. It became necessary for the facilitator to become very directive to bring the group together and focus on the task at hand. After much encouragement, the teachers decided that they wanted to work on sharing Spanish language materials that they had developed. One of the teachers volunteered that she would prepare some songs, games, and worksheets to share with the other teachers that could be used to teach Spanish vocabulary. After much confusion and comparing of calendars, it was decided that the meeting would be held at the teacher's home, on Saturday, March 3, 1990. Some of the teachers expressed dismay that they would have to give up some weekend time but agreed that it would be a worthwhile activity. They further agreed to make it a "pot-luck" lunch. The Webster facilitator agreed to contact them the week after the scheduled meeting for a report and to schedule the next meeting. In March he learned that the scheduled meeting was canceled. No explanation for the cancelation was offered. Attempts to schedule further meetings in March, April, or May were unsuccessful. Despite calls to each of the Webster teachers, no further follow-up sessions could be scheduled. Either the phone calls were not returned or the teachers could not find available time.

The Spanish teachers at Webster were not able to find times after school when they could all get together. Most of the teachers were involved in a number of after-school activities including coaching student sports, continuing education at the University of Minnesota, and other school meetings. They expressed a feeling that the school was placing too many demands on their time and energy. The structure of the open-school already required them to participate in a number of teams, and the Spanish team functions often received a lower priority than other tasks. They did not feel the need for additional team building. Although they liked the idea of peer coaching, it seemed unworkable as there was not enough time available to engage in such activities. The teachers did express a need for additional resources and time for curriculum building.

Individualized Learning Plans

The Spanish teachers were given a brief introduction to the Individualized Learning Plan (ILP) and received the necessary worksheets (see Appendix F) when the first survey was conducted. Sandy Johnson called each of the teachers who had signed up for the ILP to verify the time and place and to resolve any scheduling conflicts. She also called the teachers who had not signed up for a time to see if they wanted to schedule a meeting. Finally, she left notes in the school mailboxes for the teachers she was not able to reach by phone.

Ms. Johnson met individually with 21 of the 27 teachers involved in the project. These meetings were scheduled December 11-22, 1989, at a time and place convenient to the teachers. These meetings lasted from 45 minutes to 2 hours, with an average meeting length of about one hour.

When she met with each teacher, she explained the process as an opportunity for them individually to look at their short- and long-term career development as it related to the Spanish program. Some of the teachers had painstakingly filled out the worksheets, while others had misplaced them, hadn't had time to fill them out, or had decided to work on them at the meeting. The teachers' interest in the ILP process varied, although all of those with whom Ms. Johnson met were willing to work through the ILP process in some way.

Many of the teachers expressed a number of concerns about the Spanish programs not related to the ILP process. They used the time with Sandy to release their feelings about the Spanish program's shortcomings, their personal frustrations and needs, and their satisfaction with some of the changes.

Language Practice Sessions

There were a total of seven Spanish language practice sessions. Approximately one week before the meeting, the teachers were sent an announcement reminding them of the time and place for the meeting. If attendance was flagging, phone calls were also made to each of the schools to remind the teachers of the meetings, check that the announcements were being received, and to see if there was anything else that could be done to facilitate teachers' participation. Each meeting lasted for two hours (4-6 p.m.). For six of these meetings, all of the Spanish teachers were invited to gather at a culturally appropriate (Mexican/Spanish) restaurant and practice Spanish language skills over a meal. All such meals were paid for by the project grant (teachers were required to pay for any drinks). The seventh meeting was held at Amy Tolbert's home where she prepared an authentic Venezuelan meal. At these meetings, teachers were encouraged to discuss common concerns, share information, or simply socialize. However, all conversation was in Spanish. Structured activities (games) were sometimes used to expand the scope of the conversation between the participants and to help develop expanded vocabulary skills. A native Spanish speaker attended a few of the meetings to help with language skill development.

Attendance at these meetings fluctuated from month to month, ranging from eight to twenty participants. The Ramsey teachers seemed to attend most frequently. A few teachers from Jefferson attended and one teacher from Webster was very consistent in participating. The teachers appeared to enjoy these sessions and, overall, the response seemed very positive.

Curriculum Development Workshops

Dr. Helen Jorstad, Associate Professor of Second Languages at the University of Minnesota, conducted a number of curriculum development workshops for the teachers. Two half-day workshops were held in March, and two in April, 1990. Substitute teachers were hired and release time granted so all eligible teachers could attend.

The March workshops were for teachers of grades K-2. Between 12 and 14 teachers attended each of these sessions. The focus of the workshop was on the development and sharing of ideas and materials to teach Spanish in the classroom. Each teacher developed at least one idea or set of materials to share with the other teachers. Dr. Jorstad also shared a number of materials she had discovered and developed through her work. She distributed a reference list of print resources.

The April workshops were for teachers of grades 3-6. These workshops gave the teachers the opportunity to work in grade-level teams, both in and across schools, to develop new materials. Refinement of the scope and sequence of instruction was also emphasized.

Dr. Jorstad conducted a full-week workshop for the teachers on July 9-13, 1990. A total of seven teachers attended: 4 from Ramsey, 2 from Webster, and 1 from Northrup. (The Northrup school was not a participant in this project; however, the teacher had expressed a desire to attend this workshop.) Teachers worked in grade-level teams, both in and across schools, to develop teaching materials and to refine the scope and sequence of the curriculum. Dr. Jorstad helped the teachers identify public sources of teaching materials and demonstrated their use. The use of children's literature and whole-language material was also stressed.

There was considerable discussion about the role and goals of immersion programs and the options for students to continue language study. Long-range planning for the students and the programs was identified as a central issue for all the teachers regardless of grade level taught, school, or type of immersion program.

The school district's policies and procedures for integrating new students into the immersion programs were identified as problematic. It is not uncommon to have students with little language preparation placed in an immersion program. These students do not have adequate language skills to benefit from the math and science instruction conducted in Spanish. The typical advice to teachers facing this situation has been to teach more of the lessons in English. However, this penalizes the students who have been in the immersion setting longer and who do have adequate language skills. Indeed, teaching the content in English runs counter to the goals and methods of an immersion program. Yet, if the teacher chooses to continue the teaching of content in Spanish, there is a chance that the less skilled student will not learn the lesson content. Teachers attending the week-long workshop see this issue as very important and believe it must be addressed at the district level.

There was also a request for increased inter-school cooperation and communication to allow teachers to share ideas, materials, approaches, concerns, and solutions to problems. The teachers agreed that the workshops were valuable and hope they will continue. They expressed a desire for additional inservice education to help them develop new materials and approaches for language education.

Translation of Units

One of the objectives for the second year of the project was to complete the translation of the science units. This was accomplished throught the translation of eight additional science units, bringing to 19 the number of units developed during the two years of the project (see Volume Two of this report), and a total of 31 units available. Only four teachers chose to participate in this activity, even though they were paid on an overload basis for their participation. Most of the translations were completed during the spring break, though some were done after school hours.

Development of Language Skills in Upper Grades

To assess the efficacy of the immersion process on the development of language skills, partial immersion students in the fifth and sixth grades at Jefferson school were tested for Spanish language proficiency.

Testing methods

Students were tested on their Spanish language proficiency in May and December of 1989, and again in May, 1990. The testing was done using the Center for Language Education and Research (CLEAR) Oral Proficiency Exam (COPE). This examination has been found valid and of sufficient scope to measure language proficiency accurately in kindergarten through sixth-grade students (Gutstein, 1987; Wang, 1988) The COPE requires two students to be tested simultaneously under the direction of an examiner while a second examiner scores the student response. The students are given a short role play to enact, and the students' proficiency is recorded on a standardized form. For example, the two students will be told that one of them is to play the role of a student in Mexico and the other is to play the role of a student from the U.S. They are to speak to each other in Spanish and discuss a typical day in a Mexican school. The examiner watches the interaction and rates each student's proficiency in using the Spanish language.

The examiners for the first set of student examinations conducted in May of 1989 were Jane Gayton (a graduate assistant at the University of Minnesota who had pilot tested the COPE), Dr. Mellgren, and Doris Heisig, a graduate assistant at the University of Minnesota. The student examinations in December of 1989 and May of 1990 were conducted by Doris Heisig, Nancy Andrews (a Spanish language teacher at Jefferson), and Marlene Wilson (a Spanish language teacher at Jefferson).

Both Spanish teachers and project staff have raised several issues regarding the use of the COPE with elementary school students. As noted, the COPE is a test of proficiency, not of language content. The Spanish programs in this project focused on the teaching of content. Proficiency is developed over time and through practice. The COPE does not test what is being taught in these Spanish language programs.

By requiring two students to interact in a role play, the less able student may hinder the performance of the more able student. Further, test scores are highly dependent on the skill of the person conducting the examination. Members of the project staff noted differences between examiners which may have affected students' scores.

The COPE is a "scaled down" version of a language proficiency examination for adults. Some of the descriptors used in the exam are not appropriate for children. The testing situation may be difficult for elementary students as they may not have enough content knowledge to complete the role play even if they have adequate language skills. For example, given the role play noted above, the student may not know what occurs in a typical Mexican school and, hence, cannot fully participate in the role play. Elementary students may not be able to fabricate facts for the purpose of the testing situation. Furthermore, elementary students may not feel open and comfortable with an examiner who is a stranger to them, thus reducing their performance. However, having a familiar teacher conduct the testing may introduce bias. The examiners in this situation were the students' teachers which also introduces bias as the teachers want their students to succeed, and it may be assumed that they hope the results will reflect favorably upon their teaching. One of the examiners did mention a tendency for one of the teachers/examiners to assist students who were having difficulty during the testing.

One final caveat needs to be made regarding the testing. The environment where the tests were conducted was not uniform and was not conducive to student performance. In one case students were tested in a teachers' lounge while other teachers were also using the room. In at least one of the testing situations, the teacher/evaluator was frequently interrupted by phone calls into the room.

Results

Twenty-one fifth grade students from the Jefferson immersion program were tested with the COPE in May of 1989. As Jefferson had the only true partial immersion program, only Jefferson students were tested. Five of the students were native Spanish speakers. With the exception of the native speakers (all of whom scored in the advanced or superior range), the students were rated in the novice classification.

In December of 1989 this group was tested again; however, the composition of the group had changed. Eight students, including all of the native speakers, had left the program, and 2 new students had been enrolled resulting in a total of 15 students in the program. Using the COPE, 12 of the students were rated as novice, 2 as intermediate, and 1 as advanced.

The same 15 students (now in the 6th grade) were tested in May, 1990; 11 were rated as novice, 3 as intermediate, and 1 advanced. (See tables below)

COPE distribution for Jefferson 5th Grade Students
May 1989

	Novice			Intermediate			Advanced		
Subtest	Low	Mid	High	Low	Mid	High	Advan	Plus	Supr.
Comprehension	10	6					1 *		4 *
Fluency	14	2							5 *
Vocabulary	15	1							5 *
Grammar	16							1 *	4 *

*student is a native speaker

COPE distribution for Jefferson 6th Grade Students
December, 1989

	Novice			Intermediate			Advanced		
Subtest	Low	Mid	High	Low	Mid	High	Advan	Plus	Supr.
Comprehension	8	3	1	2			1		
Fluency	9	5					1		
Vocabulary	11	3				1			
Grammar	14				1				

COPE distribution for Jefferson 6th Grade Students
May, 1990

	Novice			Intermediate			Advanced		
Subtest	Low	Mid	High	Low	Mid	High	Advan	Plus	Supr.
Comprehension	5	4	2	2	1		1		
Fluency	9	1	3	1			1		
Vocabulary	10	3	1				1		
Grammar	10	4			1				

Fifth grade students were also tested using the COPE in December of 1989 and May of 1990. Twenty-two students were tested in December while nineteen were tested in May.

COPE distribution for Jefferson 5th Grade Students December, 1989

	Novice			Intermediate			Advanced		
Subtest	Low	Mid	High	Low	Mid	High	Advan	Plus	Supr.
Comprehension	4	3	1	3	2	1	3 *	1	
Fluency	5	4 *	2	5		1		1	
Vocabulary	5	8 *		2	2	1			
Grammar	12 *	4	1	1					

*student is a native speaker

COPE distribution for Jefferson 5th Grade Students May 1990

	Novice			Intermediate			Advanced		
Subtest	Low	Mid	High	Low	Mid	High	Advan	Plus	Supr.
Comprehension	7	2	1	1	4	3	1		
Fluency	8	2	3	1	4	1			
Vocabulary	8	4	3		3	1			
Grammar	16	2	1						

Because of the numerous concerns associated with the use of the COPE with children, changes in the student population over the course of the project, and the possibility of bias in the testing procedure, it is not possible to make any definitive statement about changes in the students' language skills over the course of this project. Examination of the raw data on an individual student basis is equally difficult to assess due to the same factors.

Workshop for School Principals

A day-long workshop for elementary school principals was held at the Administrative Offices of the Minneapolis Schools on August 21, 1990, led by Carol Ann Pesola, Associate Professor of Education at Concordia College in Moorhead, Minnesota, a nationally known authority in second language instruction in the elementary schools (see Curtain & Pesola, 1988; Pesola, 1988). The purpose of this workshop was to: acquaint the participants with models of elementary language programs, to inform them of appropriate teaching strategies for language instruction in the elementary grades, to inform them of appropriate outcomes of elementary language programs, and to present profiles of successful elementary grade language teachers. Twenty-six elementary principals and assistant principals (~60%) participated.

The workshop started with a review and discussion of the various hypotheses about how children acquire a second language, followed by a presentation on communicative language teaching. The conditions necessary for the acquisition of a second language were reviewed, and the implications for effective teaching were discussed. A method of classifying language proficiency was presented, including the characteristics of each level and teaching techniques that are most appropriate for each level. The workshop reviewed numerous models used to teach foreign languages in the elementary grades including: immersion programs (total immersion, partial immersion, early immersion, late immersion, and two-way immersion), FLES (foreign language in the elementary school), content-enriched FLES, and exploratory programs. Each model has its own set of goals, characteristics, and/or methods. The implications of a content-based system were reviewed in relation to program planning and articulation. The workshop leader also offered a number of guidelines and suggestions for successful instruction and presented each of the participants with a set of notes and a bibliography of selected research (Appendix G).

Student Achievement Scores

Data processing for the Minneapolis Public Schools provided achievement score data for students in the Jefferson school Spanish program for comparison with all students in Jefferson school and with all students in the city.

California Achievement Test score comparisons with national norms

Testing was conducted in the spring of 1990 for students in grades two through four and grade six using the California Achievement Test, Form E. Reports were generated listing each student's performance compared with national percentile ranks (Appendix H). Individual percentiles were averaged for the table below.

Jefferson Spanish immersion students' scores on the California Achievement Test as national percentiles (Grades 2-4 and 6)

Grade	Vocabulary	Reading Comprehension	Math Computation	Math Concepts
Grade 2	mean 31.95 s.d. 24.53	mean 36.95 s.d. 32.05	mean 53.54 s.d. 26.13	mean 43.64 s.d. 30.56
Grade 3	mean 47.25 s.d. 26.83	mean 48.50 s.d. 26.18	mean 32.18 s.d. 17.85	mean 46.39 s.d. 26.63
Grade 4	mean 62.33 s.d. 27.64	mean 56.07 s.d. 21.73	mean 66.07 s.d. 19.88	mean 66.07 s.d. 25.54
Grade 6	mean 42.07 s.d. 25.84	mean 51.73 s.d. 25.94	mean 58.07 s.d. 18.40	mean 55.14 s.d. 22.91

These results are mixed; students in the immersion program compare more favorably on the mathematics subtests than on the language arts subtests. Five of the eight comparisons show the immersion students to be above the national average. Students in the lower grades (2 and 3) tended not to meet the national average, while students in the higher grades (4 and 6) consistently exceeded the national average. Immersion students exceeded the national average on three of the eight language arts subtests. Again, students in the higher grades tended to outperform the national norm (on three of the four comparisons), while the students in the earlier grades were consistently below the national average, though students in Grade 3 were very close to the national average. The worst comparison with national norms was for second grade students on vocabulary (31.95 percentile).

California Achievement Test score comparisons with school and city norms for mathematics subtests

In addition to providing national norm comparisons, data processing provided norms for Jefferson school and for the total school district, by grade level (Appendix H). Language arts norms were not available; norm comparisons were available only for mathematics subtests.

Appendix H also shows the distribution of scores on the two mathematics subtests by quartile (using national percentiles) by grade level, comparing the Jefferson Spanish partial immersion classes with the school-wide and city-wide quartiles. On math computations at least half of the immersion students were in the top half for all grades except grade 3 in which only 11% of the students were in the top half. In grade 4, 87% of the students were in the top half. On math concepts and applications, at least half of the students are in the top half, except for the second grade, which had 32% in the top half. Fourth grade again excelled with 80% of the students in the top half.

Further comparisons were made by using the median percentile scores for comparison purposes. These scores were obtained from summary tables (in Appendix H) which averaged raw scores and then assigned a percentile equivalent. The results are summarized in the table below.

Median percentile on the California Achievement Test

Group	Immersion	Overall School	City-wide
6th grade			
Math computation	65	51	54
Concepts & Appl.	56	54	60
4th grade			
Math computation	71	23	44
Concepts & Appl.	70	38	55
3rd grade			
Math computation	29	26	45
Concepts & Appl.	55	43	59
2nd grade			
Math computation	54	47	56
Concepts & Appl.	31	64	55

The median scores reveal somewhat different results from the earlier mean scores. In six of the eight mathematics scores, the Jefferson immersion students exceeded the 50th percentile; the exceptions were 3rd grade students on math computation and 2nd grade students on math concepts and applications. In every instance except 2nd grade math concepts and applications, the medians for the Spanish immersion students exceeded the overall school medians; at the 4th grade, both mathematics subtest medians considerably exceeded the school medians. On only three of the subtest scores did the Jefferson Spanish immersion students exceed city-wide medians: both 4th grade subtests and 6th grade math computation.

Comparisons for fifth-grade students on Minneapolis benchmark tests

Fifth grade students did not participate in the California Achievement Tests during Spring, 1990. They did, however, participate in the district-set benchmark testing in reading, mathematics, and writing. The other grades did not participate in the benchmark testing. The fifth grade results are shown in Appendix H.

In mathematics 85% of the Jefferson Spanish immersion students passed the benchmark, compared with 54% of the school and 79% of the district. A comparison of students in the top half revealed 35% from the immersion program, 25% in the school, and 49% in the district. Average percent correct for the immersion program was 78.7, compared with 74.8 for the school district.

School comparisons were not available for reading and writing. The immersion program students scored 88.3% in reading compared with 80.0% for the district. In writing, the immersion mean was 2.8 (on a 5-point scale), compared with 2.5 for the district.

CONCLUSIONS

The experiences of the two-year project led to the following conclusions:

1. Ownership was lacking. The teachers in the project did not feel ownership in the project because they were not involved in deciding to begin the project or in determining the activities to be used to pursue the purposes of the project. The project personnel involved in the second year of the project had not been involved during the first year. Thus, they had no say in the activities that had been begun and, in some ways, needed to be continued to maintain the integrity of the project as funded. This lack of involvement violated a basic premise of organization development--that those involved in the intervention must have ownership and empowerment. This lack of input created non-ownership of the project, leading, in turn, to disinterest on the part of the teachers in carrying out some aspects of the project.

2. Peer coaching was not a successful intervention. The teachers simply refused to participate in the peer coaching. First, the teachers expressed apprehension about doing peer coaching. They did not see value in it and were not anxious either to provide feedback to peers nor to have other teachers present in their classrooms for the purpose of providing them with feedback. Second, they were not willing to give up their own class time to visit another teacher's class, even though the project was prepared to provide them with substitute teachers.

3. The organizational culture did not support the project. The assumption built into the project was that there was a commitment on the part of supervisors and administrators to have the Spanish immersion experiences work and have the teachers succeed. The relationship between some teachers and their supervisors, however, reflected a lack of support, and, in some instances, the relationship was clearly adversarial. Again, the project violated good organization development practice. The culture of the organization was not officially diagnosed. If it had been, it would appear that very different interventions would have been recommended, and there is little evidence that those interventions would have been accepted by the system.

4. The philosophical foundation of language immersion is being violated within this system. Immersion, whether full or partial, assumes that students put into the program are capable of learning foundational content in the second language. This system, however, places students in the immersion program without regard for their background or ability (or even interest) in the second language. Thus, students with background in the language are held back, students without background are inhibited in their entire educational experience, and teachers are frustrated. It would appear that the only "winner" is the administrator who has to get numbers enrolled in each class up to some minimum number.

5. The practice settings in an appropriate cultural setting were well-received and viewed as helpful in improving the teachers' language skills. The mealtimes in Spanish or Mexican restaurants were well-received. Some teachers did not participate because the meals were not on official work time. This practice would also be difficult to implement in another setting because of the cost to the school district. Teachers would probably not participate on their own, without a language expert to facilitate the time together, using their own money. Teachers did feel that their use of the language improved through the sessions.

6. Teachers perceive themselves to be overworked and were reluctant to take on "extra" tasks. Participation in several activities was low because teachers perceived that they did not have enough time. This created a strong culture of not doing anything outside of the classroom or outside of "regular" working hours. Certainly, if they did, they expected to be paid for it, e.g., doing translations or attending workshops. In fact, since they were being paid for almost all activities available to them, and yet participation was not high in some activities (only four teachers completed translations), it appears unlikely that these teachers would participate in many of these activities even for pay. The system either

does not provide sufficient rewards, or the teachers' priorities lie elsewhere.

7. While the teachers perceive that there is a lack of materials, they see this more as a lack of activity material than of material needing to be translated. One of the reasons for the low participation in the translation process may be because teachers do not perceive it to be important. An expressed need of the teachers was for more materials with appropriate activities to use in the classroom.

8. The Individualized Learning Plan process was not valued by the teachers; to be effective it would require follow-up. It was recognized in the revision of the second year project that follow-ups would be necessary to maximize the value of the ILPs. When the process was implemented, however, teachers expressed great reluctance to participate in follow-up activities--because they did not have time and because they did not see the value. However, in the project-end evaluation, they indicated a need for such follow-up for the activity to be effective. Better groundwork up front might have created better acceptance.

9. Cross-school communication among immersion programs is desired by teachers. In an attempt to create rapport with one consultant, to acknowledge that each school has a different culture, and to do team building, the schools met together as groups, without interface with other schools, except in the curriculum workshops and in the practice sessions. Teachers, however, felt that cross-school communication would provide opportunities for teachers to share activities and experiences that worked well for them and would free them up to look at innovative concepts for their own schools. Cross-school teams, at least on occasion, would appear to have potential.

10. The team development activity was received positively. While this was not a universal judgment, two of the three schools valued the full-day team building activity, and one school valued the follow-up team building activities. Another school, however, would not cooperate even to try the follow-up team building activities. This conclusion again points to the different cultures that exist within each of the schools. It also leads to the next conclusion.

11. The teachers were more interested in task accomplishment than in process. The negative observation from the teachers on the curriculum workshops held during the year was that they wanted to "do" more, rather than look at the "how" or "why" of language immersion. The items

identified as valued tended to focus on those things that the teachers perceived as contributing in a practical way to their classroom activities. They tended to view items related to process as less valued.

12. The principals' workshop was well-received. The facilitator has a national reputation in the field of language immersion education, which may have contributed to the success of this aspect of the project. Another possible explanation for its positive acceptance may have been the desire by the principals to gain more information about an important area of curriculum development with which they were not knowledgeable. This may also be a contributing factor to the perceived adversarial relationship between the teachers and their supervisors.

13. No conclusions can be reached about improved teacher language use in the classroom (because teachers would not permit observations), improvement in student language skills (because of a lack of an acceptable measurement tool for immersion elementary students), performance on non-Spanish skills (because sufficient, appropriate base line data do not exist within the school system), and the acceptability of a three- or five-year follow-up plan (because insufficient progress was made in the project to undertake such a task). Several important concepts built into the project remain unanswered--because appropriate measurement tools were unavailable and because of resistance from the teachers toward the project.

14. The culture survey detected no statistically significant differences in teachers' attitudes and morale over the course of the second year activities. Teachers indicated at the start of the second-year of the project that their overall attitudes and morale were quite positive. At the end of the project these attitudes appeared unchanged. While many components of the project were well received, there is no statistical evidence that the various activities had any effect on their outlook.

15. Immersion programs do not hamper achievement in core subjects and may even enhance achievement. Especially in the upper grades, students performed consistently above the performance of the other students in the school and favorably compared with district-wide and national norms. While student performance at the lower grades was somewhat less favorable, it may be that immersion students, as they acquire some competence in the second language, catch up to and even surpass their peers who have not been in the immersion program.

RECOMMENDATIONS

The following recommendations emerge from the conclusions of the project and suggest improvements in future projects designed to enhance elementary Spanish immersion programs:

1. Get ownership from all parties involved. Teachers, supervisors, principals, project consultants, and district-wide administrators must all have buy-in to, or ownership for, the project and its associated activities prior to the beginning of the project. Feedback obtained in this project suggests major climate-related interventions to improve the relationships between teachers and supervisors.

2. Apply the action research model of organization development; don't use simply a tool kit of activities. There must be clarity about the problems that are to be addressed and the objectives to be accomplished. Using the action research model would accomplish recommendation 1, above, through the initial or contracting phase. Organizational diagnosis would identify the problems that exist and describe the culture in which the intervention is to take place. Feedback of the results would gain further buy-in and enlist participants in the problem-solving planning. Implementation would then be supported, which would be confirmed through the evaluation phase. In the present case, early phases were skipped, moving directly to implementation, followed by evaluation. This process would also have identified the bias of the participants to task accomplishment and their dislike for process activities.

3. Continue to use team building, practice language sessions, and the principals' workshop. All of these activities were well received and were perceived to have improved the classroom climate and the teachers' impact. Offering more frequent principals' workshops and offering them earlier in the project would also increase the likelihood of increased support from administrators for the teachers involved in the project.

4. If teachers are willing to use their Individualized Learning Plans, individualized follow-up should appear periodically throughout the project. The lack of follow-up was perceived to have been the major reason why teachers did not value this activity more, in addition to a generally negative initial perception of value.

5. A valid instrument needs to be developed to assess the Spanish language benefits students are gaining from immersion instruction.

6. Two-year base line data need to be gathered in math, science, language arts, and social studies to determine the effect of immersion instruction on these core courses. While base line data are included in this report, it would have been helpful to have data from two consecutive years so that pre- and post-test data could be compared.

7. The purpose of immersion programs should be clarified; policies need to be put in place to support this purpose. Such policies would likely prohibit administrators from placing students in such programs who do not have the language background to benefit from such instruction, particularly in the upper elementary and junior high grades. The district consultant would also receive released time to provide more direct assistance to the schools, principals, and teachers in implementing and improving continuously the Spanish immersion programs.

8. Use cross-school teams, in addition to same school teams. It is not necessary to use only one model in such a project, though it is clear that not much time can be used for team activities. Nevertheless, it is possible, and appears to be useful, to form cross-school teams for team building as well as for task accomplishment.

9. Focus material development on activity-related materials rather than on translations. This does not imply that translation is not important; it should continue to be a part of any future projects designed to improve immersion programs. However, development time, curriculum workshops, and even team activities should provide greater emphasis on the development of activities that can be used, rather than simply on translations.

10. By contract, teachers should have the **option** of extending their work day and their work year; such teachers should also be held accountable for what they accomplish on this time. In this process, teachers would have freedom to choose the level of their involvement. They would also be fairly compensated for extra hours required by the project and not feel that they had been taken advantage of. The commitment would also be integral to their employment, and not piecemeal or fragmented as may be the case when each additional project is an add-on.

11. Further research is needed to address difficult questions such as: What is the impact of elementary immersion instruction on the acquisition of basic skills? on Spanish language skills? What is the impact of various organization development interventions on these same

variables? Clearly, much more research is essential if basic questions relating to elementary immersion programs are to be answered. Carrying out this recommendation implies successful accomplishment of recommendation 5, above.

12. _Continue to offer the Spanish partial immersion programs_. With the data available through this study, there is evidence that the immersion program does not negatively impact acquisition of basic skills and, in fact, over time, may enhance such acquisition. At the same time, some Spanish language competence is emerging. Considerably more information is needed, however, to bolster this recommendation.

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Appendices

A. Millgren's year one report

UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Curriculum and Instruction
College of Education
Peik Hall
159 Pillsbury Drive S.E.
Minneapolis, Minnesota 55455-0208

September 26, 1989

Ms. Tawana Hughes, Grants Officer
U.S. Dept. of Education
Grants and Contracts Services, Section B
ROB #3, Room 3642
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Reference: "Enhancing Teacher Performance in Spanish Elementary Classes" Grant Category - 84.168F, Award R168F80008

Dear Ms. Hughes:

Enclosed please find the end of year report for the first year of the grant listed above. This report is based on extensive, accurate records maintained by Doris Heisig, graduate assistant assigned to work on this grant and principal author of the enclosed report.

We feel the first year of the grant was successful, having accomplished many of the goals set in the proposal. While there is much work to be done in this area, we feel we have made a good start in helping to develop curriculum and staff for language immersion programs.

At this time I also wish to inform you that I am no longer employed at the University of Minnesota and therefore am no longer working on the grant. Please consider the enclosed report as a final report of the time which I was principal investigator for this grant.

Please contact Rick Dunn in the U of M Office of Research and Technology Transfer Administration for further information on this grant.

Sincerely,

Millie Park Mellgren

Millie Park Mellgren

CC: Thomas Wikstrom, Program Officer
Rick Dunn, UM office of research

U.S. DEPARTMENT OF EDUCATION GRANT: ENHANCING TEACHER PERFORMANCE IN SPANISH ELEMENTARY CLASSES

INTERIM REPORT
YEAR I: 1988-89

from the
University of Minnesota

Prepared and Submitted by

Doris Heisig and Professor Millie Mellgren

Introduction

This report is comprised of two parts. The first is an overall description of the events and progress of the grant during its first year. The following categories are covered in this first section:

I. The teachers, schools, and grant personnel involved.
II. Methodology and curriculum workshops - Carol Ann Pesola
III. Teacher workshop days for grade levels
IV. Impact on program structure and curriculum plans
V. Spanish Language Practice sessions for teachers
VI. Peer interaction and observation
VII. Oral proficiency testing of fifth and sixth grade students
VIII. Summer workshop with Professor Helen Jorstad
IX. End of the year changes in teachers and grant personnel.
X. Academic presentations concerning the grant

The second section is a compilation of the reports, notices, and memoranda that were written throughout the year for the grant. Part II is submitted as documentation in support of expenditures for the first year of this grant.

PART I

I. The teachers, schools, and grant personnel involved

During the 1989-90 school year there were nine (9) schools in the Minneapolis Public Schools district that offered instruction in foreign languages at the elementary level. Of 32 teachers, 30 gave instruction in Spanish; one school offered French and another school in the district offered Norwegian. Most of the Spanish teachers, 26 of the 30, taught in three of the schools; the four remaining schools employed one Spanish teacher each. Although the greatest concentration of effort for the grant was directed toward the three schools with the most Spanish teachers, the language teachers from the other schools were included in many grant-sponsored activities. Events were coordinated by the University of Minnesota in conjunction with individual school principals and with the World Languages Coordinator for the school district, Lee Lundin.

During 1988-89 Wilder Fundamental School had a Spanish partial immersion program staffed by 8 teachers. In a partial immersion setting, instruction in school subjects takes place in the foreign language for at least half of the school day. Webster Open School and Longfellow International /Fine Arts Center employed 7 and 11 teachers, respectively. The Spanish programs at these two schools can be described as content-enriched FLES (Foreign Language in the Elementary School). Instructional time in Spanish in these schools averaged 45 minutes per day, with the focus on the social studies and science content areas.

Professor Millie Park Mellgren was project director for the grant during the first year. Carol Ann Pesola acted as a 25% time graduate assistant for the grant and conducted several workshops for the teachers, as well as one for the school principals. Doris Heisig was hired as a 50% time research assistant. The preparation and translation of science materials into Spanish was funded by the grant on a case by case basis with selected Spanish teachers in the district hired as translators.

II. Methodology and curriculum workshops - Carol Ann Pesola

Carol Ann Pesola, Ph.D. candidate at the University of Minnesota and co-author of the 1988 textbook Languages and Children-Making the Match: Foreign Language Instruction in the Elementary School, was called upon to conduct several workshops and inservice sessions on behalf of the grant. A workshop for the principals of the schools involved was given in the fall. Given the diversity of backgrounds among the district teachers in the field of second language instruction, it was decided that a workshop on elementary foreign language learning should be conducted for the teachers. This was done in December, 1988. The substance of these workshops has been recorded; copies are appended to this report in Part II.

Curriculum workshops specific to the three major schools represented in the grant were conducted in the winter of 1989. Descriptions of these events can also be found in the second section of this report. In order to plan for the creation of a language arts scope and sequence chart for that school, one final follow-up workshop was given for the teachers at Longfellow School in May, 1989.

III. Teacher workshop days for grade levels

To encourage the development of adequate materials for content areas taught through the medium of Spanish, teachers across schools at specific grade levels met on separate occasions to discuss ideas and to create and share materials. The dates for these workshops are located in the list of

Chronological Events, a calendar which appears at the start of Part II of this report.

IV. Impact on program structure and curriculum plans

The administration of this grant has given impetus to substantive beneficial changes in the Spanish programs of the schools involved. In the case of Wilder Fundamental School, the Spanish staff felt a strong need to create a language arts curriculum for their school. Therefore, the workshop given by Carol Ann Pesola at Wilder addressed this need. In the months that followed, the teachers then organized themselves and proceeded to construct their own language arts curriculum.

In the case of the Longfellow International Fine Arts Center, grant participation pinpointed the necessity of a more clearly defined set of goals as well as overall structure for the Spanish program then in place. Prompted by this need, the Spanish program underwent an evaluation, conducted by Professor Helen Jorstad of the University of Minnesota. This evaluation, then, became the basis for the grant-sponsored curriculum strategy session at Longfellow School on March 21, 1989 and was followed by another planning session with Carol Ann Pesola at that school in May 1989. The Longfellow teachers worked during summer 1989 to formalize their language arts curriculum.

It is very evident that without the benefit of participation in the grant, these positive changes would have either come about very slowly or may not have been pursued at all. It is clear that the teachers involved are very proud of the results of their work and that they appreciate both the opportunity to pursue and accomplish difficult tasks and the encouragement and guidance given them as well.

V. Spanish Language Practice sessions for teachers

Practice sessions for maintaining and improving the Spanish language skills of the teachers were scheduled in the winter and spring of 1989. These sessions averaged 2 hours in length and varied from semi-formal structure to informal. Either Doris Heisig or Professor Mellgren attended these sessions. To provide a culturally appropriate environment and to encourage self expression in Spanish, various Mexican restaurants were selected for the meetings. The gatherings were held in different locales each time. Settings were chosen based on proximity to one or the other of the three major schools participating in the grant. An after school weekday time frame was chosen to encourage attendance by avoiding the complexities of diverse dinner-time and evening commitments. A small stipend for teacher participation was provided; teacher attendance varied from session to session.

These sessions served a dual purpose. The primary objective of Spanish language practice was fulfilled; very little English was spoken. Teachers appreciated and used these sessions as opportunities for Spanish practice. A second objective was the opportunity for interaction among teachers across schools in the same district. Distanced from the formal restraints of a school setting, discussions took place on the means by which teachers from other schools accomplished the business of content instruction in Spanish. There was a sharing of thoughts, techniques and ideas.

VI. Peer interaction and observation

Teachers were encouraged to visit the classrooms of other teachers in the school district. Several teachers also chose to visit the Spanish elementary immersion programs in the Minneapolis-St. Paul area. The teachers who participated in classroom visitations wrote favorable comments about their experiences. These comments appear in a short summary in Part II of this report.

Teachers voiced their appreciation for the opportunity to become better acquainted with their counterparts in other schools. They expressed that too often they taught their classes, planned, corrected homework, and attended meetings within the confines of their own schools. Becoming acquainted with other teachers on a first name, face-to-face basis was important; they exchanged feelings of isolation and frustration as well as of reward. Bringing together individual teachers from separate schools with different philosophies was an enriching experience promoted by the activities sponsored by the grant.

VII. Oral proficiency testing of fifth and sixth grade students

Fifth and sixth grade students in the Spanish partial immersion program at Wilder Fundamental School were tested in May, 1989 using the Center for Language Education and Research (CLEAR) Oral Proficiency Exam, known as the C.O.P.E. testing materials. Examiners were Jane Gaytan, Doris Heisig and Professor Millie Mellgren. For test results, see the materials attached to Part II of this report.

VIII. Summer 1989 workshop with Professor Helen Jorstad

The writing of curriculum and materials was both a goal of this grant and a need expressed by the teachers. To help meet this goal, a special summer workshop was created and conducted by Professor Jorstad. This course revolved around developing instructional materials for an integrated elementary language curriculum, teaching a second language through regular elementary school curriculum content and creating materials for content-based instruction, and examining/developing procedures for assessment of language in task-based and content-focused instructional settings.

Teachers who attended this workshop participated in lecture-discussions on the topics outlined above and were then given time each day to work on individual projects. One comment that surfaced again and again in the teacher evaluations of the workshop centered around the positive nature of a workshop where ideas, materials, references and information were shared among teachers. Teachers appreciated guidance on their specific projects and felt encouraged to 'create' in a professional capacity.

Workshop topics included language arts activities for the writing process through use of the language experience approach, creating a structure for determining a child centered curriculum, creating specific units and activities, continued work on scope and sequence charts for the science curriculum in Spanish, adding language arts to the science units that had been translated, and use of 'big books' in the whole language approach to reading.

IX. End of the year changes in teachers and grant personnel.

The Minneapolis Public School District has undergone several shifts in the location of the Spanish programs in the district. Programs from two of the three major schools participating in this grant are affected. The Spanish partial immersion program housed previously at Wilder Fundamental School has been moved to Jefferson Elementary School. All the teachers in the Spanish program at Jefferson Elementary were previously at Wilder Fundamental School. The Longfellow International Fine Arts Center has shifted location and is now Ramsey School. There have been changes in staffing for the Spanish program at Ramsey, although nine (9) of the teachers who participated in grant-sponsored activities this past year continue to teach in this program. The program at Webster Open School is still in place; very few changes have occurred in the Spanish program staff there.

Changes have occurred in grant personnel staff as well. Professor Mellgren and Carol Ann Pesola are no longer at the University of Minnesota. Professor Dale L. Lange at the University of Minnesota will be the principal investigator for the grant for 1989-90. New research assistants will be hired and Doris Heisig may be retained as consultant for the duration of the grant. Lee Lundin, Consultant for World Languages in the Minneapolis Public School District, remains in place.

X. Academic presentations concerning the grant

Information on grant-sponsored research from the first year of the grant is being presented at a conference in October, 1989. The sixth annual Advocates for Language Learning (ALL) conference is being held October 20-23, 1989 in St. Paul, Minnesota. Professor Mellgren will present the results of the spring 1989 oral proficiency testing of the fifth and sixth grade students from the partial immersion program at Wilder Fundamental School. Professor Mellgren has already given a presentation on this topic at the University of Minnesota on June 26, 1989. At this same conference, Doris Heisig will present a model for parent involvement in Spanish elementary second language programs based both on extant research and on interview data obtained from Spanish programs in the Twin Cities area.

Dale Lange
104 Burton Hall

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PREPARED 23-Oct-89                                  PAGE 1

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MONTHLY BUDGET REPORT
DEPARTMENT OF EDUCATION - MILLIE MELLGREN, PRINCIPAL INVESTIGATOR
AUGUST 1, 1988 - JULY 31, 1990              (R168F80008)
BUDGET NUMBER:  0904-4467    ORTTA CONTACT: RICK DUNN, 6-2265
========================================================================
========================================================================
INCOME: ALLOCATION                                          $121,073.00

SALARIES - 01                           $53,640.00
SUPPLIES - 02                            $3,000.00
STAFF TRAVEL - 07                          $500.00
SUBCONTRACT-(MPS) - 10                  $36,880.00
FRINGE - 12                              $8,735.00
STIPENDS - 16                            $3,750.00
CONSULTANTS - 24                         $4,000.00
OUTSIDE EVALUATORS - 30                  $1,600.00
INDIRECT COSTS - 04                      $8,968.00

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EXPENSES:                                                    $36,774.82

SALARIES - 01                           $24,180.27
SUPPLIES - 02                            $1,028.97
  BOOKS & ED MATERIALS          809.24
  DUPLICATION                       89
  MISCELLANEOUS                     40
  SUPPLIES                       80.35
  TELEPHONE                      10.38
STAFF TRAVEL - 07                          $316.27
SUBCONTRACT-(MPS) - 10                       $0.00
FRINGE - 12                              $3,435.26
STIPENDS - 16                              $390.00
CONSULTANT - 24                          $4,700.00
OUTSIDE EVALUATORS - 30                      $0.00
INDIRECT COSTS - 04                      $2,724.05

------------------------------------------------------------------------
BALANCES:                                                    $84,298.18

SALARIES - 01                           $29,459.73
SUPPLIES - 02                            $1,971.03
STAFF TRAVEL - 07                          $183.73
SUBCONTRACT-(MPS) - 10                  $36,880.00
FRINGE - 12                              $5,299.74
STIPENDS - 16                            $3,360.00
CONSULTANTS - 24                          ($700.00)
OUTSIDE EVALUATORS - 30                  $1,600.00
INDIRECT COSTS - 04                      $6,243.95

BALANCE:                                                     $84,298.18

========================================================================
AMOUNT SPENT SINCE LAST BUDGET STATEMENT                        ($391.45)
========================================================================
SALARIES SUBTRACTED BEFORE ACTUAL PAYMENT, see below for listing
FRINGE BENEFITS SUBTRACTED MONTHLY
INDIRECT COSTS SUBTRACTED MONTHLY ON EXPENSES INCURRED
========================================================================
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MONTHLY BUDGET REPORT
DEPARTMENT OF EDUCATION - MILLIE MELLGREN, PRINCIPAL INVESTIGATOR
AUGUST 1, 1988 - JULY 31, 1990 (R168F80008)
BUDGET NUMBER: 0904-4467 ORTTA CONTACT: RICK DUNN, 6-2265

COMMENTS SECTION:

CONTRACT FOR $36,000 SIGNED AND RETURNED FROM MPS & ORTTA
PAYMENTS WILL OCCUR UPON RECEIPT OF INVOICES FROM MINNEAPOLIS
INVOICES SHOULD BE APPROVED BY FACULTY BEFORE I WILL PROCESS
PAYMENT

BREAKDOWN OF SALARIES:

NAME:	TIME PERIOD	%	AMOUNT
MELLGREN	9/16/88-6/15/89	25%	$6,375.06
MELLGREN	6/16/89-6/30/89	33.3%	$472.23
HEISIG	9/16/88-6/15/89	50%	$7,609.50
HEISIG	6/16/89-6/30/89	50%	$422.75
PASOLA	9/16/88-6/15/89	12.5%	$1,959.84
SUBTOTAL YR 1:			16839.38

Mellgren left at old 88-89 B Base

NAME:	TIME PERIOD	%	AMOUNT
MELLGREN	7/1/89-7/15/89	33.3%	472.23
MELLGREN	8/16/89-9/15/89	100%	2833.34
HEISIG	7/1/89-9/15/89	50%	2253.75
JORSTAD	7/19/89-8/23/89	33.33%	1781.57
SUBTOTAL YR 2:			7340.89

GRANDTOTAL: $24,180.27

PART II

SPANISH ELEMENTARY TEACHERS 88-89

JEFFERSON ELEMENTARY SCHOOL **Principal: Mich Trockman**
627-3193
1200 W. 26th St.
Mpls. MN 55405

Dawn Molenaar	Spanish Specialist

KENNY ELEMENTARY SCHOOL **Principal: Doris Zachary**
627-2500
5720 Emerson Avenue South
Mpls. MN 55419

Jane Gaytan	Spanish Specialist

LONGFELLOW INTERNATIONAL/FINE ARTS CENTER-Principal: Mary Shepman
627-2540
3017 E. 31st Street
Mpls. MN 55406

Room	Teacher	Grade
	Jane Gaytan Resource Teacher-2nd & 3rd-Lang. Arts: Mon./Tues.	
111	Ann Mikkelsen	Kindergarten
109	Kathleen Ford	1st
121	Susan Gonzalez	2nd & 3rd
115	Nancy Erickson	2nd & 3rd
119	Diane Schoenecker	2nd & 3rd
120	Marcia Pertuz	4th & 5th
116	Zoe Martinez	4th & 5th
114	Ann Campana	4th & 5th
101	Rebecca Sanchez	6th
103	Janet Helmberger	6th

MINNEAPOLIS PUBLIC ACADEMY **Principal: JoAnn Heryla**
627-2685
919 Emerson Avenue North
Mpls. MN 55411

Debbie Anderson	Spanish Specialist

SANFORD JUNIOR SCHOOL **Principal: Shelton Rucker**
627-2720
3524 42nd Avenue South
Minneapolis, MN 55406

John Kniprath	7th Grade Immersion

WEBSTER OPEN SCHOOL **Principal: Henry Taxis**
627-2312
425 5th Street N. E.
Mpls. MN 55413

Room	Teacher	Grade
116	Sandra Lindquist	Kindergarten
119B	JoAnn Christensen	1st & 2nd
225A	Therese Mooney	1st & 2nd
122B	Marjorie Efteland	3rd & 4th
122C	Carolyn Serrano	4th & 5th
221A	Silvia Ostby	4th & 5th
P-1	Flory Sommers	6th, 7th & 8th

WILDER FUNDAMENTAL SCHOOL **Principal: Fred Dietrich**
627-2634
3322 Elliot Avenue So.
Mpls. MN 55407

Room	Teacher	Grade
A121	Lorraine Spies	Kindergarten
A109	Vanita Miller	1st

C103	Kathy Jacobson	1st & 2nd
C105	Teresa Smith	2nd
A208	Jennifer Vaillancourt (For Fred Abuan)	3rd
A203	Nancy Andrews	4th
A207	Oscar Avina	5th
A206	Marlene Wilson	6th

OTHER ELEMENTARY LANGUAGE TEACHERS

NORTHROP MONTESSORI **Principal: Ted Pollard**
627-2447
1611 E. 46th St.
Minneaplis, MN 55407

Room	Teacher	Language & Grade
	Inger Stenseth	Norwegian

WILLARD SCHOOL **Principal: Kathy Cahill**
627-2529
1615 Queen Ave. N.
Minneapolis, MN 55411

Room	Teacher	Language & Grade
	Kathy Korkowski	French - Grades 2-6.

Name of Principal	Telephone Number	School Address
Mary Shepman	627-2540	Longfellow School 3017 E. 31st St. Minneapolis, MN 55406
Henry Taxis	627-2312	Webster Open 425 5th St. N.E. Minneapolis, MN 55413
Fred Dietrich	627-2634	Wilder Fundamental 3322 Elliott Ave. S. Minneapolis, MN 55407
Theodore Pollard	627-2447	Northrop Montessori 1611 E. 46th St. Minneapolis, MN 55407
Doris Zachary	627-2500	Kenny School 5720 Emerson Ave. S. Minneapolis, MN 55419
Mich Trockman	627-3193	Jefferson School 1200 W. 26th St. Minneapolis, MN 55405
JoAnn Heryla	627-2685	Public School Academy Bethune School, Rm. 112 919 Emerson Ave. N. Minneapolis, MN 55411
Kathy Cahill	627-2529	Willard School 1615 Queen Ave. N. Minneapolis, MN 55411

Workshop at Anwatin Junior High School

October 6, 1989

Part I.

A. Teachers of second languages in the Minneapolis School District were informed of the receipt of USDE grant monies for enhancing teacher performance in Spanish elementary classes. To determine what the teachers themselves perceived as most needed, a brainstorming session was conducted which generated the following areas of interest to the teachers present:

1. Materials Development
    Language Arts Curriculum
    Introductory Materials
    Independent Study Materials
    Computer Materials
2. Parental Involvement; Parental Expectations and Public Relations.
    Program expansion and/or development
3. Language Development for Teachers
4. Inservice Time
    Including the areas of articulation and method
5. Peer Observation and Grade Level Work Days
6. Use of tutors and Resource Development

B. After these categories were derived, the group split into only 4 teams to write up their ideas on the chosen area. Only areas 1, 3, 4, and 5 above were developed in this manner. (At a later date, suggestions from these worksheets were consulted when activities for the first year of the grant were developed.)

Part II.

Teachers shared ideas and activities that had worked for them in their classrooms.

CURRICULUM WORKSHOP - 5TH & 6TH GRADE
LONGFELLOW AND WILDER TEACHERS

Wednesday, November 9, 1988

Participants:

Longfellow School: Ann Campana (co-chair), Janet Helmberger, Zoe Martinez, Marcia Pertuz, Rebecca Sanchez.

Wilder School: Oscar Avina, Marlene Wilson (co-chair).

University of Minnesota: Doris Heisig.

Objectives:

1. To talk about the basic purpose of immersion and second language education in general.
2. To examine social studies guidelines for the district for 5th and 6th grade levels to determine general emphasis for the Spanish immersion programs of the two schools.
3. To devise an overall objective tailored to Spanish immersion social studies curriculum at Longfellow and Wilder.
4. To develop more specific sets of curricular plans from which to begin classroom implementation.

Actual Agenda:

1. Explanation/discussion of handout 'What it Means to Be an Immersion Teacher'. (developed by Mimi Met). Presented by Marlene Wilson.

2. Explanation/discussion of handout 'Key Concepts of Immersion Principles & Strategies' (from Curtain & Pesola text). Presented by Doris Heisig.

3. Group examination of district 5th and 6th grade social studies objectives (handout) - 'concepts' section.

4. Tailoring of objectives to the Longfellow situation and program. Much discussion of what the overall curricular focus should be at Longfellow.

5. Delineation of specific concepts to be focused on at the 6th and then the 5th grade levels. Choices made, discussed, and expanded upon using an 'idea-web' construction.

6. Discussion of how existing materials can be used - texts as resources. The high level of language, both in English and in Spanish, in textbooks

was targeted as a problem. Actual language levels of students is much lower in an immersion setting. Specific examples of implementation of material in the classroom were provided by Oscar Avina and Marlene Wilson.

7. Distribution/examination of handouts for increasing the amount of student talk in the target language, from the Connie Knop workshop at MACTFL - 1988.

8. Additional handouts for reference (provided by Marlene Wilson) from Helena Curtain and Carol Ann Pesola:
 - 'Planning for FLES and FLEX Instruction'
 - 'Guidelines for Games and Activities'
 - 'Guidelines for Content-Based Instruction'

9. Identification and examination of Chapter 13, 'Choosing and Creating Classroom Activities', from the Curtain and Pesola text.

10. Viewing by Longfellow teachers of several Spanish immersion classrooms at the Wilder School.

Accomplishments:

1. Examination of immersion principles and what it means to be teaching in an immersion setting (Objective 1).

2. Statement of clarification of the Wilder situation:

- First, that Wilder already has in place a working plan (a curriculum) for meeting district objectives in the social studies at these grade levels and

- Second, that the Wilder representatives felt their function for this workshop was as information resources for Longfellow teachers.

3. Statement of clarification of the basic difficulty at Longfellow:

- Immersion teachers felt they were operating under a system put in place several years ago and that hasn't worked well: teaching 5th grade social studies material every other year, without worrying if students get 5th grade material as 6th graders or as 5th graders (Objective 2).

4. Achievement of focus for Longfellow (Objective 3):

- Sixth grade curriculum will emphasize economics, but incorporate related concepts from the other 3 areas specified under 'Concepts' in the district objectives for this grade level. Emphasis will be on culture: examples will be taken from other Spanish-speaking nations and used to target the ideas generated by the group 'web'. Re-focus will always come back to the USA for purposes of comparison and contrast. Global education emphasis is thus incorporated. Also, this focus closely parallels the 6th grade curriculum at Wilder in its stress on the interrelation of concepts.

- Fifth grade curriculum will emphasize US history, but branch outwards from the center of a web labelled immigration. Therefore, the US history focus in the Spanish immersion classes will be ethnic group composition, contributions (both group and individual), shaping of government, etc.

5. Basic outline of curriculum for classroom implementation (Objective #4):

- Sixth grade level: Identification of specific topics of focus from now until Christmas, in addition to a plan of topics to be targeted generally for the remainder of the school year. Resource materials for implementation discussed.
- Fifth grade level: Further development needed in identification and coordination of specific topics to target. More text materials are available to these teachers, but the need to come together again to coordinate resources and topics was expressed.

6. A sense of satisfaction was expressed with the achievement of a definite focus for the Longfellow program in social studies at 5th and 6th grade levels. Recommendations of how the teachers feel they would like to proceed can now be made.

7. A sense of satisfaction was expressed with the sharing of all aspects of immersion education between the two schools, including 'how-to' ideas, program format, program goals and emphasis, common problems, and attempted solutions.

Prepared by: Doris Heisig

Doris Heisig
University of Minnesota

cc: Millie Park Mellgren
Lee Lundin
Mary Shepman
Fred Dietrich
Workshop Participants

METHODOLOGY WORKSHOP
With
CAROL ANN PESOLA

December 14, 1988

PRESENTER: Carol Ann Pesola

PARTICIPANTS: Second language teachers from Kenny Elementary, Longfellow International, Minneapolis Public Academy, Northrop Montessori, Sanford Junior, Webster Open, Wilder Fundamental, and Willard School, and Doris Heisig - University of Minnesota.

FORMAT: Second language teachers for grades 4, 5, 6, 7 & 8 gathered for the morning session; teachers for K, 1, 2, & 3 met during the afternoon.

TOPICS

A. Teachers participated in a demonstration session in German, conducted by Carol Ann Pesola. Teachers then developed the following points in a follow-up discussion: the use of many visuals, lots of contextual help, use of cognates, use familiar concepts when introducing new language, all the 'talk' was in the target language, relate information to children - involve them personally, a multiplicity of concepts were incorporated (calendars, seasons, geography, culture, counting, graphing), integrate culture by having children experience it, having children predict possible outcomes, the helpfulness of repetition (of vocabulary, of phrases and, in particular, of predictable routines). The following are two generalizations from Carol Ann:

- It is preferable to work on more than one level at a time (language, culture and content);
- Sophisticated thinking with a low level of language ability is possible.

B. Review of the second language acquisition principles of Stephen Krashen, with the contributions of the teachers present.

1. Acquisition versus Learning: acquiring a language refers to picking it up in a natural situation, similar to the process of native language acquisition. One 'learns' the rules of the language after one is already communicating in the language. Learning a language, on the other hand, is prescriptive; one learns the rules first in order to communicate.
2. Natural Order Hypothesis: Students will acquire language structures when they are ready to absorb them. Acquisition of grammar can be affected only slightly by teaching.

3. Monitor Hypothesis: The language 'monitor' acts as a screening device to check on the correctness of utterances. In order for the monitor to function, three things are necessary: learners require time; they must be in a setting in which it is appropriate to focus on form; they must know the rules.

4. Input Hypothesis:

a. The meaningful language students are exposed to is called input. The degree to which students become fluent in the language is related directly to the amount of comprehensible input they receive. Also, the input must be just a little bit challenging. Comprehensible input is language at a level the students can understand plus "a little bit more" --- "i + 1".

Comprehensible input will admittedly be different for each learner. The following are ways that the teachers identified that help to provide input at "i + 1":

- limit the vocabulary;
- start with something familiar;
- follow the same format;
- model the language and its use;
- use gestures;
- use visuals;
- repeat and rephrase;
- review;
- dramatize;
- use clear structures (students listen for meaning first; they listen for form secondarily when they themselves want to express something);
- use different techniques: both spoken and written forms; concrete objects; relate to personal experience of students;
- speak slowly and clearly, but keep your speech within the natural range; don't overenunciate;
- check for student comprehension of both the language and also of the concept.

b. Speaking emerges. Stress comprehension first to build up a store of target language that students know. Get students to listen in order to understand what the language means, not just to spit it back out for you. Be careful not to restrict your target language speech to what the students can say; this is not "i + 1". Direct teaching of phrases that are useful for students in the classroom can be done through use of language ladders and passwords, songs, games, and rhymes.

5. Affective Filter Hypothesis: anxiety, low self-confidence, and low motivation build up a high affective filter that will make language learning difficult for students. Lower this filter or barrier by providing a comfortable classroom atmosphere. The following ideas were generated:

- increase your wait time after asking a question;
- ask if others can help;
- include fun activities;
- be careful of error correction; model the correct form for the student while responding to the meaning of the student's ideas.

- create a classroom environment where students feel they can take risks in responding to and using the target language;
- provide a reason for students to want to learn: set up meaningful situations.

C. The movement in education in general is toward cognitive psychology and information processing and away from behavioral psychology. Information is stored and retrieved from memory in terms of connections. The more a concept or vocabulary item is related to something a student already knows, the more meaning and memorability it has.

The movement, therefore, is away from a previous focus on rote learning that is teacher-centered and toward meaningful learning that is more student-centered.

Speakers and listeners take for granted that whatever someone says to them has some relevance. In order to take advantage of this assumption, give students meaningful relevant language to pay attention to. Teachers should treat their learners as if they are full participants in the conversation, supplying all the context that learners cannot. Embellish and extend the students' language. Surround them with language.

D. Comprehensible output is a concept put forward by a Canadian, Merrill Swain. Her concern is that, once learners have had enough listening time and exposure to the target language, students require more opportunities for speech in order to increase their language potential beyond comprehension towards production.

1. Negotiating meaning. This is the first step in grammar acquisition. Students get meaning from the words alone at first, not from their placement or the endings. It is important to move learners from listening to the substance of the message to the means of expression (the form or grammar).
2. The learner is pushed toward precise, coherent, appropriate delivery.
3. Provide opportunities for learners to test hypotheses; give them opportunities to try producing language.
4. Push the learner from semantic to syntactic processing.

HANDOUT: Key Curriculum Guidelines For Elementary and Middle School Foreign Language Programs.

E. Keeping the Classroom in the Target Language (from Connie Knop, University of Wisconsin).

1. Keep a clear separation of languages. Use a sign to show what language is being used at the time. A sign is a physical, visual reminder.
2. Use passwords and language ladders. Passwords are single signs that are most effective when they must be used to get out of the room or for some

other obvious definite purpose. Language ladders pick a theme of how to communicate an idea and expresses it in different registers, for example.

3. Write the lesson plan on the board in the target language. This reinforces reading, helps keep the teacher on track, and increases student involvement: have a student write the lesson plan on the board; ask students to tell you what comes next.

4. Teach learners to ask permission, in the target language, to speak in their native language.

5. Use a Gouin Series. Gouin developed a series method for presenting a new language. New language information was presented in a series of logical, operational sentences, such as:

I go to the cupboard.
I take a glass.
I put the glass under the faucet.
I turn the handle.
The water comes out.
I fill the glass.

6. Use a checklist of student responses to record each instance of target language use for each student. A student can use a seating chart to record checkmarks for each instance of target language use for each student.

- Students, even recorders, become more involved. The student who becomes the recorder changes each day.
- The teacher thus has a physical record of amount of student talk.
- Students perceive that speaking in class in the target language is important, since participation is kept track of.

7. Have students work in pairs. In order for pair work to succeed:

   a. Give explicit, clear directions.
   b. Limit the task time.
   c. Provide clear models.
   d. Monitor the small groups.

8. **a**. Increase wait time. For a communicative situation, not a drill, it is recommended that teachers wait longer than their usual 1 second. Wait 3 to 5 seconds! Carol Ann suggests that teachers wait 4 to 6 seconds and not to call the name of a student to answer until the wait period is over. Also, after a student answers, wait another 3 to 5 seconds. This allows for self-correction, opportunities for a student to expand on an answer, and also allows other learners to either process the response or to initiate their own response.

b. Vary reinforcement patterns. Don't say "Good" after a possible answer is given; this turns off student thinking. Say "OK", or "Thank you" to encourage additional responses. Also, use different expressions: That's great! Perfect! Smashing! Number One!

F. Aim at higher level thinking.

Examples:

1. Organize vocabulary into categories and have students guess what the category is. Have a student create a category.

2. Provide as much contextual support as you can to get the point across. Or, take a familiar or easy concept and make it cognitively more demanding without increasing the difficulty level of the language. The example given here was Mimi Met's intersecting Venn diagrams for classifying - some items fit here, some there; some fit both categories.

HANDOUT: Range of Contextual Support and Degree of Cognitive Involvement in Communicative Activities.

Evaluate your activities on this scale of simple to complex. If the activity is language dependent, add more context.

HANDOUT: Bloom's Taxonomy of Thinking Processes.

3. Practice predicting/hypothesizing. Do some predicting before implementing an activity. Students are more interested in the outcome if they have some personal involvement in the activity.

4. Have individuals or pairs of students chart or graph information. Then have other students guess the category.

5. Ask students if a response if logical or not logical.

6. Ask students to give their preferences.

G. Whole Language Approach.

1. Discussion of Ken Goodman's "What's Whole in Whole Language". This approach is generated from reading and writing in the first language, yet it has many applications to second language learning. The following are some characteristics of whole language:

- it is experienced-based;
- the language comes from the students;
- subject matter is integrated; all subjects are fair game for language learning;
- children read what they write;
- literature (not basal readers) becomes the reading material;
- what is learned has meaning for the students.

2. Here is a challenge for content-based instruction:

a. Think about what language to use to help learners understand the instruction.

b. Think about what kind of language I can teach through implementing an activity.

3. Teachers worked on the examples of presenting instruction about colors or magnets. Teachers have to:

a. Identify possibilities for vocabulary and concepts related to the topic.

b. Evaluate these possibilities.

c. Decide which concepts are most appropriate for teaching in Spanish.

H. Concept Delivery.

HANDOUT: Geography for the Elementary School.

HANDOUT: Basic Skills Areas in Mathematics. Carol Ann indicated that the skills areas of problem solving, geometry, and prediction-event likelihood are usually not much developed and are thus good areas for reinforcement in foreign language classes.

HANDOUT: Global Education. Carol Ann stressed the interconnectedness of subject areas; global education is not just for social studies. In discussing national holidays and customs of people with your class, make it known to students and parents at the beginning of the year that the children are learning about the 'culture of' people and are not 'celebrating the culture' of people. It might help to talk about religious holidays, like Christmas, at a different time than when they occur on the claendar.

Delivery of concepts is slowed down in the target language. It takes longer to teach concepts in Spanish. This can work to the advantage of students who need a slower delivery.

Sometimes basic culture teaching gets overlooked in a subject content orientation.

Teachers must plan three things:

1. Plan the language to be presented.
2. Plan the subject content.
3. Plan the culture to be integrated.

WEBSTER OPEN SCHOOL
CURRICULUM WORKSHOP - SPANISH TEACHERS
January 18, 1989

Goals

The goals of the Spanish language program at Webster were discussed. Teachers were concerned about achieving the goals expected of them in the social studies curriculum while using Spanish as the medium of instruction. Ideas on ways to restructure some amount of the social studies curriculum were briefly discussed. It was suggested that there was probably not enough time devoted to Spanish language instruction to achieve the social studies goals set forth.

A. Focus on Listening

The teachers generated reasons why listening to a foreign language is important. The following are their ideas: serves as a basis for comprehension as well as other skills; pronunciation; structure; gives a good model; survival skills; vocabulary; it's more natural to listen first - language development; increases the comfort level of the students; shows the language rhythm; gives students something to imitate; builds the 'i + 1' - provides a rich language input, including cultural; it's clear; it's correct, but should be natural.

Listening does not occur in isolation, to be followed by speaking. These skills are continuously interwoven. Students need to listen in order to speak, and they need listening at all levels as their language store builds.

Listening can be taken from literature; shared book experiences, read big books. At later levels, put story onto strips for students to sequence after the story.

Make up a Gouin series.

Model the series - do the actions while saying them.

Have students perform the action series at the same time as the teacher says and does them.

Have students perform the action series while the teacher only talks through the sequence and does not act it out.

B. Focus on Speaking

The Natural Approach is characterized by a pre-speech period, by early production of one or two words, by early speech emergence - short verbal segments.

Drills do not work in getting learners to speak (not parrot). There is a long tradition of drill regardless of communicative intent. Display questions that are frequently asked by teachers are those questions to which everybody already knows the answers.

* Teachers must entice learners into wanting to speak.

Motivation.

Learners must have a need to get the message across. Information gaps or opinion gaps require the exchange of needed information.

Techniques were discussed that set up a situation where information is needed (examples: 20 questions, standing students back to back to describe each other, hiding objects for description).

Sequencing

A. Vocabulary through listening. A verbal response may not be required.
   1. through stories.
   2. through the use of TPR - Total Physical Response

B. Patterned Response Opportunities. Structure Yes/No responses, either/or responses, one word responses to wh- questions.

Learners will make mistakes; be restrained about correcting mistakes if the focus is on communication in an activity. Confirm what the student says and repeat it back to them in the target language, extending the response. **Give students time to respond; 4-6 seconds.**

C. Commands. Hesitate in giving commands; students jump in to 'help' the teacher.

Commands can also be student-to-student.

Commands can be student-to-teacher!!

At 3rd grade and above when learners are comfortable with commands, put commands on cards for students to read and perform.

Number the command cards and hand out numbers. Randomly call a number from the back of a card and the student with that number reads and performs the command.

Tape commands to the chalkboard (or put into pocket chart) and have students choose.

Leave chalkboard messages for learners to do different commands.

Reading/Writing

What are the funniest commands? Have students copy the answers.

Have students write commands for the group at the next table.

D. Use games or communicative settings for language practice (the blindfold game, 'table-cloth twister'). Involve the students in pairs work.

Carol Ann will leave a number of texts for teachers to look at.

WILDER CURRICULUM WORKSHOP FOR SPANISH LANGUAGE ARTS

January 19, 1989

Part I - Overview by Carol Ann Pesola

A. Two language concepts proposed by Mimi Met, content compatible and content obligatory, were presented.

Content Obligatory: language that is essential for working with a given task. Examples would be:

a. terms and vocabulary necessary;

b. specific language functions needed (Examples: describing, classifying, stating opinions, requesting, commands, negotiation).

Content Compatible: language that could easily be targeted in the context under examination. The teacher should ask "What language is a natural for practice in this context?"

Examples might be supporting opinions, stating reasons, comparisons, different ways to state opinions.

B. The Whole Language Approach

This approach is concerned with real communication, with not separating out skills, with refining meanings in terms of a whole. In this approach, reading and writing are derived from the child's own experience, and from children's literature.

The teachers generated a list of types of writing that they use currently in their classes.

C. Integrated Language Curriculum

In curriculum preparation, teachers should try to think in terms of language as well as content; these areas are integrated, rather than approached separately.

D. Proposed Format for Curriculum Development

It was suggested that one way to begin curriculum writing might be to define a language arts curriculum:

1. in terms of functions of language, including up to what levels - both expressively and receptively;
2. in terms of topics or settings in which the functions might operate;
3. in terms of language usage; describe accuracy expectations in specific areas.

A spiraled curriculum was suggested in which elements would be reentered and recycled.

Handouts:

1. **Draft Program of Studies - Foreign Language 1988**
2. **Common Purposes of Language Use** (from Functional-Notional Concepts: Adapting the Foreign Language Textbook, Gail Guntermann and June K. Phillips, 1982, Language in Education: Theory and Practice; Center for Applied Linguistics: Harcourt, Brace Jovanovich.)

Part II - Group sessions for language arts work

Two groups were formed to begin work on examining priorities, wants, and needs in a language arts curriculum at Wilder. One group consisted of teachers at the K, 1, and 2 levels. The other group consisted of teachers of levels 3, 4, 5, and 6.

After intragroup discussions, the group reassembled as a whole. Explanations on the results of the small group discussions were given.

A set of dates was prepared by which work in different facets of the language arts curriculum would be completed. These were: January 26, February 15 and March 7, 1989. A second meeting of the Wilder Spanish teachers was proposed for the March 7 date in order to examine the material generated by that time.

It was hoped that a formalization of the language arts curriculum would be in place by April 4, 1989.

January 26, 1989

Language Skills Development Session

Lorraine Spies
Marlene Wilson
Jennifer Vaillancourt
Vanita Craft
Theresa Smith
Kathy Jacobsen
Millie Mellgren

We met at Pepito's, a Mexican restaurant near Wilder, for Spanish language discussion after school. We began by doing a communicative activity in Spanish. Although we completed the activity at a higher language level, the activity is one which could be adapted for students in the teachers' classes. We then followed with discussion of pertinent issues on a professional as well as personal level. There was some discussion as to appropriate vocabulary uses and idiomatic expressions. All discussion was in Spanish and provided a non-classroom opportunity for these teachers to practice the language. The teachers gave a positive evaluation of the session and asked to continue with the language development sessions on a monthly basis.

A COMMUNICATION TO

LONGFELLOW SPANISH TEACHERS

The Longfellow Spanish language teachers still await participation in a half-day workshop session. No such session was scheduled for the month of January, 1989 at the request of Longfellow's principal, Mary Shepman. During February the Longfellow Spanish language program was undergoing an evaluation and it was decided to wait to schedule a workshop until the results of the evaluation were received.

We expect the results very soon and hope to schedule a workshop in the third week of March, 1989.

Longfellow International/Fine Arts Elementary Center

Spanish Program Planning Session
Tuesday, March 21, 1989

PRESENT: Ann Campana, Mary d'Bruin, Nancy Erickson, Kathy Ford, Jane Gaytan, Susan Gonzalez, Janet Helmberger, Doris Heisig-U. of Minnesota, Dr. Helen Jorstad-U. of Minnesota, Lee Lundin-World Languages, Zoe Martinez, Ann Mikkelsen, Marcia Pertuz, Carol Ann Pesola-U. of Minnesota, Rebecca Sanchez, Diane Schoenecker, Mary Shepman-Principal.

PURPOSE: The purpose of the planning session was to synthesize and draft a statement of goals for the Spanish language program at Longfellow. The recently completed Spanish Program Formative Evaluation, prepared by Dr. Helen Jorstad of the University of Minnesota, served as the basis for the discussion.

STRUCTURE:

1. After welcoming all of those in attendance, Mary Shepman introduced Dr. Jorstad who gave a concise summation of the key points contained in her evaluation.
2. Carol Ann Pesola called upon the teachers to help formulate a clear focus for the Spanish program at Longfellow.
    a. Teachers worked in groups of three for a period of time to brainstorm ideas on possible program formats for Longfellow. Each group was then called upon to report their thoughts to the whole group.
3. Drawing from the brainstorming ideas of the individual groups, Carol Ann next facilitated a discussion in whole group format. Components of a language program generally agreed upon by all those present were synthesized and recorded.
4. The session ended with a discussion of the designing of a language arts curriculum based, not on grammar, but on themes. Carol Ann explained the theme-based approach and provided handouts to the teachers for their perusal.

RESULTS:

The following is a record of important program components that were agreed upon during the morning.

1. There should be a strong emphasis on Spanish throughout the school and throughout the school year.

- A focus on Spanish themes should be reflected during the teacher preparation hours, in both English and Spanish classes, use of Spanish language throughout the school, emphasis on Spanish themes in artist residencies, in assemblies, in the use of visuals in every room, not just in the Spanish rooms, to create a school environment that reflects Spanish language and cultures of Spanish-speaking people.

2. The Spanish language program should work and develop within the given structure of the general program at Longfellow.

- It is recognized that a Spanish immersion program is not feasible at this time.
- It is important to tie the Spanish program into the bigger Longfellow picture, including the fine arts and global education.

3. An organization of straight grades should be adopted.

- This system of straight grades would certainly hold true for grades K-1, as well as for 4-6.
- Straight grades might be a possibility for grades 2-3 also.

4. Increase the teaching of language arts in Spanish.

a. Scope and sequence charts: develop one for K-6 (vertical articulation).and develop another for across each grade level (horizontal articulation).

b. 45 minutes of Spanish would be set as a minimum, recognizing that this is not optimal, with a focus on language arts in Spanish.

c. The language arts content should be taken from the curriculum; this content is determined through teacher (English/Spanish) team planning efforts.

d. A scope and sequence chart for content should be developed.

- The importance of retaining good relationships and the team concept within the school is stressed.

e. Refer to Nancy, Jane and Ann planning model at the end of this report.

5. Increase time in Spanish language instruction in kindergarten, and possibly in grade 1.

- Kindergarten teachers should be Spanish speakers; no pull-out in kindergarten.
- Literacy/pre-literacy skills are in English at K level; all other activities are in Spanish.
- Design which kindergarten skills will be targeted in English in conjunction with the first grade teachers.

6. There should be no entries after first grade, except for Spanish speakers as based on a Spanish competency screening.

7. Recruit qualified grade level Spanish-speaking teachers to fill vacancies and for new positions.

- Recruit Spanish speaking specialist teachers for areas like art, music and physical education.

8. Develop strong parental support for the Longfellow program as a whole.

- Parental support for the Spanish language program should be as a committee formed under the umbrella of the larger parent support group.
- Educate parents to have reasonable expectations for Spanish language goals for their children.

9. Spanish-speaking teachers should use Spanish with students and with each other as often as possible.

10. There is a need for a Spanish coordinator/resource teacher/implementer

- This is Longfellow school-based position.
- This person will also act as a liason with other teachers, other programs within the school, and with other schools.

11. Time is needed to develop the scope and sequence charts before the start of school in the fall of 1989.

- Both Spanish and non-Spanish teachers would be involved.

12. A reevaluation of the program is necessary after a to-be-specified period of time.

Program Model
(Nancy, Jane, Ann)

*Straight Grades are adopted

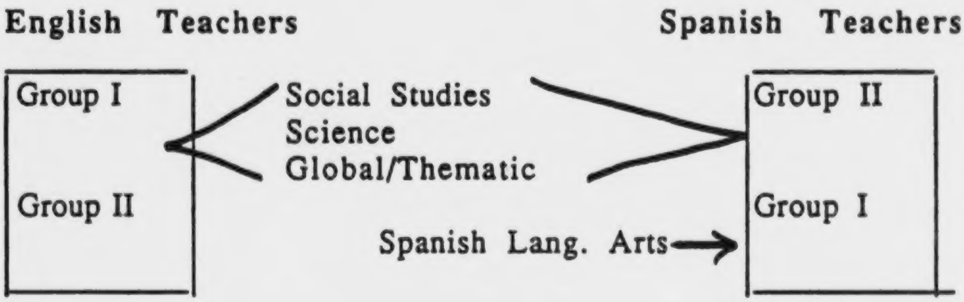
PART I

English Teachers	Spanish Teachers
Math	Math
Reading	Reading

(Approximately 2 and a half hours for reading and math are envisioned.)

PART II

An integrated curriculum based on team planning. This segment is envisioned to be 45 minutes.



Geography
Plants
Life Cycles

NEWSLETTER

U.S. Department of Education Grant:
Enhancing Teacher Performance in Spanish Elementary Classes
Winter, 1989

Communication

The information contained in the enclosed packet comes from several sources. We intend to keep teachers and administrators informed of events implemented by the grant, as well as general information that could be of assistance to elementary language teachers. This newsletter is a way for grant team members to communicate to all participants.

SPRING EVENTS

A. Language Skills Practice Sessions

The exploratory session in Spanish skill practice went well. We view these sessions as essentially get-togethers with a bit of structure; they are held at locations that encourage a relaxed atmosphere in a non-classroom setting. A language activity for session participants focuses group attention and initiates discussion in Spanish. Discussion in Spanish on any other topic that participants wish to introduce follows.

The following is a list of upcoming language practice sessions. Sessions will be held from around 4:00 p.m. to 5:00 p.m. on Thursdays. The location is different for each date. **Each location reflects proximity to one of the schools involved.**

Thursday, March 9.	4:00 - 5:00 p.m.	"El Torito" (St. Anthony Main)
Thursday, April 13	4:00 - 5:00 p.m.	"Two Pesos" (Lake St. and Hennepin)
Thursday, May 4	4:00 - 5:00 p.m.	"Pepito's" (Chicago and 48th)

Participation is not restricted; all teachers are invited to each sesson. **We encourage all those who can find the time to attend!**

B. Observations by Teachers

Peer observation - classroom teachers observing other classroom teachers - is beneficial. Upon examination, the grant team found that, although sufficient funds are in the grant, the money needs to be reapportioned to fund teachers to participate in peer observation. Nearly all the grant money for teacher release time has been used by this time. A request to use further grant funds for teacher release time has been filed with the US Department of Education in Washington, D.C. We await confirmation of our request.

To begin observations right now, all non-tenured teachers are encouraged to use their allocated day for observation. Those teachers with tenure can schedule observations as soon as approval is received for funding reallocation. We hope all teachers will be able to observe other teachers at least one day this year and one day next year as well.

SUMMER PLANS

Coursework

A. Grant Specific:

We have requested that a special summer course be offered during the second summer session at the University of Minnesota this year (sometime during July-August). The topic will be elementary language curriculum development. Teachers enrolled in this course will write curriculum units to be used in their own schools and programs.

Dr. Helen Jorstad, professor of Second Languages and Cultures at the University of Minnesota, has confirmed that she is willing to offer such a course.

This course will be open to all Minneapolis public elementary school language teachers free of charge. Those who wish to receive two (2) graduate credits will be required to pay tuition to the University of Minnesota.

B. An Excellent Choice:

Dr. Helen Jorstad will be offering a course specifically in second language education in the elementary classroom (ELEM 5319) during the first summer session at the University of Minnesota. The dates for this course are already set: June 13 to July. 7. This course carries four (4) credits.

Dr. Jorstad considers this course to be a excellent way to prepare teachers to participate fully in the grant-specific course she will offer during second summer session for the Minneapolis elementary school language teachers. Doris agrees; she took ELEM 5319 during fall quarter 1988 and found it very helpful with lots of background and plenty of hands-on language lesson and unit writing practice as well.

PEER OBSERVATIONS

The following is a list of those teachers participating in the grant who visited the classrooms of other Spanish teachers in the Twin Cities area during late April and early May, 1989.

Nancy Erickson, Longfellow International Fine Arts Center
Jane Gaytan, Longfellow International Fine Arts Center
Dawn Molenaar, Jefferson Elementary School
Marcia Pertuz, Longfellow International Fine Arts Center
Ann Mikkelsen, Longfellow International Fine Arts Center
Silvia Ostby, Webster Open
JoAnn Christensen, Webster Open

TEACHER COMMENTS

After observing other classrooms, comments made by these teachers included:

A perceived need for Amity Aides for their own classrooms;

An appreciation for Spanish spoken during the lunch hour;

A questioning about the effectiveness of discipline in the target language while observing rehearsals for a program;

A great appreciation for total immersion as seen in operation in the classroom;

The heavy use of volunteers in the classroom observed;

In a total immersion program, the restricting of enrollment after kindergarten;

The opportunity to observe students in a Spanish program who were about to move from one school into the observing teacher's school;

The opportunity to get new ideas for songs and dances.

PEER OBSERVATION REPORT FORM

TEACHER INFORMATION

Teacher's name: ______________________________.

School Name: ______________________________.

Grade level taught: ______________________________.

VISITATION INFORMATION

Name of the school(s) you visited:

______________________________.

______________________________.

______________________________.

Name of the teacher(s) you visited:

______________________________.

______________________________.

Date of the visit: ______________________________.

COMMENTS

Please write here any comments you may have on your visitation experience.

FORM SUBMISSION

Please send this completed form to Doris Heisig at the address below. Thank you for your participation.

Doris Heisig
Department of Curriculum & Instruction
University of Minnesota
Peik Hall
159 Pillsbury Dr. S.E.
Minneapolis, Minnesota 55455

NOTICE

of the next

SPANISH LANGUAGE PRACTICE SESSION

Sponsored by the U.S. Department of Education Grant:
Enhancing Teacher Performance in Spanish Elementary Classes

Thursday, April 13
From 4:00-5:00 pm
At 'Two Pesos' on
Lake and Hennepin

Remember that those teachers who participate in the language practice sessions will receive a $15.00 stipend for each session attended. Stipends will be processed following the final language practice session in May, which is scheduled for Thursday, May 4, from 4:00 to 5:00 p.m. at Pepito's on Chicago at 48th Street.

Mark your calendars and we will see you on Thursday, April 13!

ALERT

New Date and Location

for the next

SPANISH LANGUAGE PRACTICE SESSION

Sponsored by the U.S. Department of Education Grant:
Enhancing Teacher Performance in Spanish Elementary Classes

Tuesday May 2, 1989
From 4:00-5:00 pm
At 'El Taco Rico' on
201 Concord Street
in St. Paul

Remember that those teachers who participate in the language practice sessions will receive a $15.00 stipend for each session attended. Stipends will be processed following this final language practice session.

Mark your calendars and we will see you on Tuesday, May 2!

LONGFELLOW SPANISH PROGRAM

May 22, 1989

Numbers		Colors		Family	
K-1	1-100	K	8 colors	K	members (4)
2	100	1/2	light, dark	1	add 4 members
3	100s-1,000	4<	enrich	2<	enrich
4<	use of numbers				

Animals	
K	simple zoo, farm, babies, sounds
1	add concept of pets
3	add characteristics
4<	characteristics and classification

Body Parts

Geography

Greetings

Daily Routines

Environment

Feelings

Community

Sports

Home

Arts

School

Nation

CULTURAL THEMES FOR SPANISH TEAM

1989-90	Puerto Rico, Caribe, Cuba, Dominican Republic
1990-91	Andean Countries: El Dorado, Incas
1991-92	Spain (in honor of European Community!)
1992-93	Mexico, Aztec
1993-94	Cono Sur--Argentina
1994-95	Centra America--Maya

Suggestions for carrying out cultural themes:

- Locate Amity Aides from the region, with support of parent group
- Establish classroom cultural exchanges with schools from region

The task ahead:

--Fill in thematic outline with functions and accuracy, working within existing teams.

--Teams meet with grade-level Spanish team below and with team above to ensure continuity and avoid overlap.

--Teams meet with English-language teachers of their own team to determine components of science and social studies curriculum that will be taught in Spanish.

CLEAR ORAL PROFICIENCY EXAM (COPE) RATING SCALE FOR SPANISH

STUDENT'S NAME ____________ GRADE ____ SCHOOL ____________ CITY AND STATE ____________ RATED BY ____________ DATE ____________

	JR. NOVICE LOW	JR. NOVICE MID	JR. NOVICE HIGH	JR. INTERMEDIATE LOW	JR. INTERMEDIATE MID	JR. INTERMEDIATE HIGH	JR. ADVANCED	JR. ADVANCED PLUS	SUPERIOR
COMPREHENSION	Recognizes a few familiar questions and commands.	Understands predictable questions and commands in specified topic areas, though at slower than normal speed.	Can sometimes understand simple questions and commands when applied in new contexts. May understand familiar language at normal speed.	Allows fairly normal conversation with frequent clarifications (non-verbal as well as verbal).	Comprehension problems seldom evident on everyday topics. Carries out commands without prompting. May show some difficulty on unfamiliar topics.	Usually understands speech at normal speed, though some slow-downs are necessary. Can request clarification verbally.	Understands academic talk and social conversation at normal speed. May have trouble with highly idiomatic speech.	Understands complex academic talk and highly idiomatic conversation, though confusion may occur in rare instances.	Has no difficulty in conversation or in academic talk.
FLUENCY	Conversations are limited to an exchange of memorized sentences or phrases.	Operates in a limited capacity within predictable topic areas. Long pauses are common. May start sentences correctly but frequently completes them with gestures or other non-verbal means.	Uses high frequency utterances with reasonable ease. There are signs of emerging originality and spontaneity. Able to complete most sentences verbally.	Satisfies everyday social and academic needs adequately but not fully. Maintains simple conversation by answering questions.	Shows evidence of spontaneity in conversation. Maintains simple narratives. Sometimes initiates talk without relying on questions or prompts.	Maintains conversation with remarkable fluency but performance may be uneven. Uses language creatively to initiate and sustain talk.	Shows high degree of ease of speech. Reports facts easily. Explains points of view and abstract concepts in an uncomplicated fashion.	Handles most academic and social requirements with confidence.	Able to participate fully in social and academic talk. Responds with ease to highly idiomatic conversation, hypothetical situations, and discussions of abstract concepts.
VOCABULARY	Uses memorized utterances and words belonging to learned categories. Does not recognize words or phrases outside the context in which they have been learned.	Has vocabulary for common activities and objects but frequently searches for words. Recognizes known forms outside of learned contexts.	Basic formulae and words for regular activities come readily. Vocabulary adequate to minimally elaborate utterances.	Makes statements and asks questions adequately to satisfy basic social and academic needs but has difficulty explaining or elaborating them.	Permits limited discussion of topics beyond everyday social and academic needs. Attempted circumlocutions may be ineffective.	Broad enough for relatively complete discussion of familiar social and simple academic topics. Sometimes achieves successful circumlocutions.	Uses a variety of idiomatic expressions. Uses circumlocutions effectively.	Complete enough to fully discuss most academic and social topics. Flow of talk is rarely interrupted by inadequate vocabulary.	Vocabulary is extensive and groping for words is rare. Shows familiarity with idiomatic expressions and facility with less common vocabulary which permit discussion of topics in unfamiliar situations.
GRAMMAR	Utterances are usually memorized forms.	Usually achieves correct grammar in familiar patterns but accuracy is easily upset. May have a high rate of self-corrections. Reliance on patterns is greater than reliance on memorized utterances.	Grammar is largely correct for simple familiar language. Isolated forms such as past tense, but and simple connectors, and direct and indirect object pronouns may be used but cannot be generalized across grammatical structures.	Talk consists primarily of uncomplicated original sentences with correct word order. Makes little use of modifiers. Can use basic connectors such as but and because accurately. Attempts to use more complex forms are often incorrect.	Sentences show some complexity but may be inaccurate. Uses a variety of verb tenses in specific forms but does not employ the full range of possible conjugations. Pronouns still show evident inaccuracies.	Able to use the complete range of conjugations across tenses for regular verbs but does not have full control of irregular forms. Use of complex connectors, direct and indirect object pronouns usually correct.	Most forms largely but not consistently correct. Has good control of pronouns and sequencing devices— the first, but, then, etc. Shows expanded use of adjectives and adverbs.	Uses all tenses comfortably with a high degree of accuracy, though occasional errors are evident.	Control of grammar and syntax is strong enough that no major patterns of error are revealed.

-Witder — 5th grade — May [illegible] — — —

21 students tested

CLEAR ORAL PROFICIENCY EXAM (COPE) RATING SCALE FOR SPANISH

STUDENT'S NAME ____________ GRADE ____ SCHOOL ____________ CITY AND STATE ____________ RATED BY ____________ DATE ________

	JR. NOVICE LOW	JR. NOVICE MID	JR. NOVICE HIGH	JR. INTERMEDIATE LOW	JR. INTERMEDIATE MID	JR. INTERMEDIATE HIGH	JR. ADVANCED	JR. ADVANCED PLUS	SUPERIOR
COMPRE-HENSION	Recognizes a few familiar questions and commands. 10	Understands predictable questions and commands in specific topic areas, though at slower than normal speed. 6	Can sometimes understand simple questions and commands when applied to new contexts. May understand familiar language at normal speed.	Allows fairly normal conversation with frequent clarifications (non-verbal as well as verbal).	Comprehension problems seldom evident on everyday topics. Carries out commands without prompting. May show some difficulty on unfamiliar topics.	Usually understands speech at normal speed, though some slow-downs are necessary. Can request clarification verbally.	Understands academic talk and social conversation at normal speed. May have trouble with highly idiomatic speech. 1	Understands complex academic talk and highly idiomatic conversation, though confusion may occur in rare instances.	Has no difficulty in conversation or in academic [illegible] 4
FLUENCY	Conversations are limited to an exchange of memorized sentences or phrases. 14	Operates in a limited capacity within predictable topic areas. Long pauses are common. May start sentences correctly but frequently completes them with gestures or other non-verbal means. 2	Uses high frequency utterances with reasonable ease. There are signs of emerging originality and spontaneity. Able to complete most sentences verbally.	Satisfies everyday social and academic needs adequately but not fully. Maintains simple conversation by answering questions.	Shows evidence of spontaneity in conversation. Maintains simple narratives. Sometimes initiates talk without relying on questions or prompts.	Maintains conversation with remarkable fluency but performance may be uneven. Uses language creatively to initiate and sustain talk.	Shows high degree of ease of speech. Reports facts easily. Explains points of view and abstract concepts in an uncomplicated fashion.	Handles most academic and social requirements with confidence.	Able to participate fully in social and academic talk. Uses Spanish with ease in highly idiomatic conversations, hypothetical situations, and discussions of abstract concepts. 5
VOCABU-LARY	Uses memorized utterances and words belonging to learned categories. May not recognize words or phrases outside the context in which they have been learned. 15	Has vocabulary for common activities and objects but frequently searches for words. Recognizes known forms outside of learned contexts. 1	Basic formulas and words for regular activities come readily. Vocabulary adequate to minimally elaborate utterances.	Makes statements and asks questions adequately to satisfy basic social and academic needs but has difficulty explaining or elaborating them.	Permits limited discussion of topics beyond everyday social and academic needs. Attempted circumlocutions may be ineffective.	Broad enough for relatively complete discussion of familiar social and simple academic topics. Sometimes achieves successful circumlocutions.	Uses a variety of idiomatic expressions. Uses circumlocutions effectively.	Complete enough to fully discuss most academic and social topics. Flow of talk is rarely interrupted by inadequate vocabulary.	Vocabulary is extensive and groping for words is rare. Shows familiarity with idiomatic expressions and facility with uncommon vocabulary which permits discussion of topics in unfamiliar situations. 5
GRAM-MAR	Utterances are usually memorized forms. 16	Usually achieves correct grammar in familiar patterns but accuracy is easily upset. May have a high rate of self corrections. Reliance on patterns is greater than reliance on memorized utterances.	Grammar is largely correct for simple familiar language. Isolated forms such as past tense, but and simple connectors, and direct and indirect object pronouns may be used but cannot be generalized across grammatical structures.	Talk consists primarily of uncomplicated original sentences with correct word order. Makes little use of modifiers. Can use basic connectors such as but and because accurately. Attempts to use more complex forms are often incorrect.	Sentences show some complexity but may be inaccurate. Uses a variety of verb tenses in specific forms but does not employ the full range of possible conjugations. Pronouns still show evident inaccuracies.	Able to use the complete range of conjugations across tenses for regular verbs but does not have full control of irregular forms. Use of complex connectors, direct and indirect object pronouns usually correct.	Most forms largely but not consistently correct. Has good control of pronouns and sequencing devices— the first, but, then, etc. Shows expanded use of adjectives and adverbs.	Uses all tenses comfortably with a high degree of accuracy, though occasional errors are evident. 1	Control of grammar and syntax is strong enough that no major patterns of error are revealed. 4

— Wilder — — 6th grade — May — — — —

22 students tested

CLEAR ORAL PROFICIENCY EXAM (COPE) RATING SCALE FOR SPANISH

STUDENT'S NAME ______ GRADE ____ SCHOOL ______ CITY AND STATE ______ RATED BY ______ DATE ______

	JR. NOVICE LOW	JR. NOVICE MID	JR. NOVICE HIGH	JR. INTERMEDIATE LOW	JR. INTERMEDIATE MID	JR. INTERMEDIATE HIGH	JR. ADVANCED	JR. ADVANCED PLUS	SUPERIOR
COMPREHENSION	Recognizes a few familiar questions and commands. 4	Understands predictable questions and commands in specific topic areas, though at slower than normal speed. 4	Can sometimes understand simple questions and commands when applied to [illegible] contexts. May understand familiar language at normal speed 4	Allows fairly normal conversation with frequent clarifications (non-verbal as well as verbal). 4	Comprehension problems seldom evident on everyday topics. Carries out commands without hesitating. May show some difficulty on unfamiliar topics. 2	Usually understands speech at normal speed, though at times slow-downs are necessary. [illegible] clarifications verbally. 1	Understands academic talk and social conversation at normal speed. May have trouble with idiomatic speech. 1	Understands complex academic and highly idiomatic conversation, though confusion [illegible] in rare instances. 1	Has no difficulty in conversation [illegible] in academic [illegible]. 1
FLUENCY	Conversations are limited to an exchange of memorized sentences or phrases. 5	Operates in a limited capacity within predictable topics. Long pauses are common. May start sentences correctly but frequently completes them with gestures or other non-verbal means. 9	Uses high frequency utterances with reasonable ease. There are signs of emerging originality [illegible] spontaneous [illegible] to complete most sentences verbally. 1	Satisfies everyday social and academic needs adequately but not fully. Maintains simple conversation by answering questions. 2	Shows evidence of spontaneity in conversation. Maintains simple narratives. Sometimes initiates talk without relying on questions or prompts. 3	Maintains conversation with remarkable fluency. [illegible] performance may be uneven. Uses language creatively [illegible] and sustain talk. 1	Shows high degree of ease of speech. Reports facts easily. Explains points of view and abstract concepts in an uncomplicated fashion.	Handles most academic and social requirements with confidence.	Able to participate fully in social and academic talk. Responds with ease to highly academic conversation, hypothetical [illegible] tions, and discussions of abstract concepts. 1
VOCABULARY	Uses memorized utterances and words belonging to learned categories. Does not recognize words or phrases outside the context in which they have been learned. 6	Has vocabulary for common activities and objects. Frequently searches for words. Recognizes known forms outside of learned contexts 9	Basic formulas and words for regular activities come readily. Vocabulary adequate to minimally [illegible] utterances 1	Makes statements and asks questions adequately to satisfy basic social and academic needs but has difficulty explaining or elaborating them. 2	Permits limited discussion of topics beyond everyday social and academic needs. Attempts at circumlocution may be ineffective. 2	Broad enough for relatively complete discussion of familiar social and simple academic topics. Sometimes achieves successful circumlocutions. 1	Uses a variety of idiomatic expressions. Uses circumlocutions effectively.	Complete enough to fully discuss most academic and social topics. Flow of talk is rarely interrupted by inadequate vocabulary.	Vocabulary is extensive and groping for words is rare. Shows familiarity with idiomatic expressions and [illegible] with less common vocabulary which permit discussion of topics in unfamiliar situations. 1
GRAMMAR	Utterances are usually memorized forms. 12	Usually achieves correct grammar in familiar patterns but accuracy [illegible] upon. May have a high rate of self correction. Reliance on patterns is greater than reliance on memorized utterances. 8	Grammar is largely correct for simple familiar language. Isolated forms such as past tense, but and simple connectors, and direct and indirect object pronouns may be used but cannot be generalized across grammatical structures	Talk consists primarily of uncomplicated original sentences with correct word order. Makes both [illegible] of [illegible] use basic connectors such as but and [illegible] correctly. Attempts to use more complex forms are often incorrect. 1	Sentences show some complexity but may be inaccurate. Uses a variety of verb tenses in specific forms but does not employ the full range of possible conjugations. Pronouns still show evident inaccuracies.	Able to use the complete range of conjugations across tenses for regular verbs but does not have full control of irregular forms. Use of complex connectors, direct and indirect object pronouns usually correct.	Most forms largely but not consistently correct. Has good control of pronouns and sequencing devices— the first, but, then, etc. Shows expanded use of adjectives and adverbs.	Uses all tenses comfortably with a high degree of accuracy, though occasional errors are evident.	Control of grammar and syntax is strong enough that no [illegible] patterns of error are revealed. 1

SUMMER WORKSHOP - July 24 - 28, 1989

Teaching Second Languages and Cultures: Teaching Language as Communication

This summer workshop was created by Professor Helen Jorstad of the University of Minnesota specifically for grant participants. Objectives for the course are found in the copy of the May 15, 1989 memorandum from Professor Helen Jorstad to Lee Lundin, and are reproduced here:

1. Participants will learn about approaches to the development of task-based instructional materials and activities, and practice creating such materials for an integrated elementary language curriculum.
2. Participants will explore methods and procedures for teaching a second language through regular elementary school curriculum content, and practice creating materials for content-based curriculum.
3. Participants will examine/develop procedures for assessment of language in task-based and content-focused instructional settings.

The following is a list of those teachers who enrolled in the workshop.

Silvia Ostby, Webster Open
Teresa Smith, Wilder Fundamental
Zoe Martinez, Longfellow
Janet Helmberger, Longfellow
Mary de'Bruin, Longfellow
Carolyn Serrano, Webster Open
Ann Blatti, Longfellow
VaNita Miller, Wilder Fundamental
Inger Stenseth, Northrop Montessori
Marcia Pertuz, Longfellow

TEACHER COMMENTS

Great flexibility was given to suit my own needs;
Positive atmosphere of collegiality;
Great opportunity to plan for the coming year;
Wonderful sharing of ideas, materials, references and information;
Being able to bounce ideas off each other;
Planning and writing curriculum was a positive aspect of the workshop;
Experienced high motivation to keep planning and making materials before the start of the school year;
Input on the latest thinking in the field of second languages;
Becoming aware of the importance of group work and the diverse ways to teach vocabulary;
Wonderful feedback from the instructor;
Becoming aware of other language programs and how these are structured;
Ideas for structuring cooperative learning groups will be what I most remember.

ENHANCING TEACHER PERFORMANCE IN SPANISH ELEMENTARY CLASSES

CHRONOLOGICAL EVENTS - Year I: 1988-89

DATE	EVENT
August, 1988	Translation of science units into Spanish.
August 5, 1988	Organizational meeting, grant personnel.
September 8, 1988	Organizational meeting, grant personnel.
September 29, 1988	Meeting of school principals (Wilder, Webster, Longfellow) with UM grant mentors.
October 6, 1988	Teacher Workshop - Anwatin Junior High School.
October 20-21, 1988	Grant Personnel and Teacher participation at the conference of the Minnesota Association on the Teaching of Foreign Languages (MACTFL).
November 2, 1988	Wilder Teachers/Mentor Meeting: Enhancing the Image
November 3, 1988	Half-day workshop for principals of the schools. Conducted by Carol Ann Pesola.
November 3-4, 1988	Mentor visitation/information gathering of Wilder, Webster, and Longfellow Schools.
November 9, 1988	Full-day Curriculum Workshop for 5th & 6th grade for Wilder and Longfellow Schools; teachers and mentor.
December 14, 1988	Methodology workshop with Carol Ann Pesola. Elementary language teachers in the Minneapolis School District were present and grant mentors.
Jan.10-13, 1989	Webster Open School- visitations of teachers in classrooms K - 8 by grant mentors.

Jan. 18, 1989	Webster Open School: a half-day teacher inservice conducted by Carol Ann Pesola; grant representative present.
Jan. 19, 1989	Wilder Fundamental School: language arts curriculum workshop conducted by Carol Ann Pesola; grant representative present.
Jan. 26, 1989	Spanish Language Practice Session for teachers; grant mentor participant.
Feb. 9-10, 1989	Visits to Minneapolis Schools District Office-807 Broadway and Webster Open School for administrative purposes.
Feb. 28, 1989	4th and 5th grade teachers from Longfellow "Taking Stock": curriculum development day.
March 1, 1989	6th grade teachers from Wilder and Webster - 'Make and Take' curriculum day.
March 7, 1989	2nd and 3rd grade teachers from Wilder and Webster - developing science units.
March 8, 1989	4th and 5th grade teachers from Wilder and Webster: 'Make and Take' curriculum day.
March 9, 1989	Kindergarten teachers from Wilder and Webster: 'Make and Take' curriculum day.
March 9, 1989	Spanish Language Practice Session for teachers; grant mentor participant.
March 15, 1989	1st grade teachers from Wilder and Webster: 'Make and Take' curriculum day.
March 21, 1989	Longfellow International Fine Arts Center-Curriculum Strategy Session conducted by Carol Ann Pesola; grant mentors present.
April 13, 1989	Spanish Language Practice Session for teachers with grant mentor. Also, parent involvement

	information interview with Wilder School representative.
April 20, 1989	Mentor attendance at the Building Advisory Council (BAC) meeting for Wilder Fundamental School.
April-May, 1989	Observations of Spanish elementary classes in other schools by individual teachers participating in the grant.
May 2, 1989	Spanish Language Practice Session for teachers with grant mentor.
May 15, 1989	Webster Open School: parent involvement information interview.
May 22, 1989	Longfellow International Fine Arts Center.: Language Arts Planning Session conducted by Carol Ann Pesola.
May 23, 1989	Longfellow International Fine Arts Center: parent involvement information interview.
May 24-25, 1989	Testing for oral proficiency in Spanish using the Center for Language Education and Research (CLEAR) Oral Proficiency Exam (the C.O.P.E. materials) for 5th and 6th grade students at Wilder Fundamental School.
May 26, 1989	Webster Magnet School-parent involvement information interview.
May 30, 1989	Longfellow Humanities Magnet School-parent involvement information interview.
May 31, 1989	Hill Magnet School-parent involvement information interview.
June 1, 1989	Adams Magnet School-Spanish immersion program: parent involvement information interview.

June 6, 1989	Olson Early Childhood Center-Spanish immersion program: parent involvement information interview.
June 9. 1989	Kinney School-data on previous year's testing for oral interviews and benchmark exams collected.
June 26, 1989	Presentation at the University of Minnesota by Professor Mellgren on the results of the COPE oral proficiency testing at Wilder Fundamental School.
July 24-28, 1989	Full week workshop for Spanish teachers "Teaching Language As Communication", conducted by Professor Jorstad, University of Minnesota.
June-July, 1989	Translation of science units into Spanish, for a total of 11 units thus far.
October 20-23, 1989	Advocates, for Language Learning (ALL) - Sixth Annual Conference; Presentation by Dr. Millie Mellgren on the results of the spring 1989 oral proficiency testing of the fifth and sixth grade students -Wilder Fundamental School partial immersion program. Presentation by Doris Heisig - a model for parent involvement in Spanish elementary second language programs

SPANISH ELEMENTARY TEACHERS 1989-90
Minneappolis Public School District

JEFFERSON ELEMENTARY SCHOOL **Principal: Arthur Lakoduk**
627-3193
1200 W. 26th St.
Mpls. MN 55405

Room	Teacher	Grade
	Lorraine Spies	Kindergarten
	Vanita Miller	1st
	Kathy Jacobson	1st & 2nd
	Teresa Smith	2nd & 3rd
	Oscar Avina	3rd
	Nancy Andrews	4th & 5th
	Marlene Wilson	5th & 6th

Dawn Molenaar - Spanish Specialist: Continuous Progress Program

KENNY ELEMENTARY SCHOOL **Principal: Doris Zachary**
627-2500
5720 Emerson Avenue South
Mpls. MN 55419

Jane Gaytan Spanish Specialist

MINNEAPOLIS PUBLIC ACADEMY **Principal: JoAnn Heryla**
627-2685
919 Emerson Avenue North
Mpls. MN 55411

Debbie Anderson Spanish Specialist

RAMSEY SCHOOL **Principal: Mary Shepman**
627-2540
1 West 40th Street
Mpls. MN 55409

Room	Teacher	Grade
	Karen Johnson	Kindergarten
	Marcia Pertuz	Kindergarten
	Kathleen Ford	1st
	Maria Duane	1st
	Nancy Erickson	2nd
	Diane Schoenecker	2nd
	Susan Gonzalez	3rd
	Mary deBruin	3rd
	Ann Blatti	4th
	Zoe Martinez	4th
	Sheila Miller	5th
	Jennifer Vaillancourt	5th
	Janet Helmberger	6th & 7th

SANFORD JUNIOR SCHOOL **Principal: Shelton Rucker**
627-2720
3524 42nd Avenue South
Minneapolis, MN 55406

TO BE HIRED SOON !!

WEBSTER OPEN SCHOOL **Principal: Henry Taxis**
627-2312
425 5th Street N. E.
Mpls. MN 55413

Room	Teacher	Grade
116	Carol Rozier	Kindergarten
119B	JoAnn Christensen	1st & 2nd
225A	Therese Mooney	1st & 2nd

122B	Marjorie Efteland	3rd & 4th
122C	Carolyn Serrano	4th & 5th
221A	Silvia Ostby	4th & 5th
P-1	Flory Sommers	6th, 7th & 8th

OTHER ELEMENTARY LANGUAGE TEACHERS

NORTHROP MONTESSORI **Principal: Ted Pollard**
627-2447
1611 E. 46th St.
Minneaplis, MN 55407

Room	**Teacher**	**Language & Grade**
	Inger Stenseth	Norwegian

ELEMENTARY SCHOOL FOREIGN LANGUAGE TEACHER OBSERVATION GUIDE

COMMENTS

____ 1. Teacher uses target language for all classroom purposes

_____uses natural speed and intonation

_____uses gestures, facial expressions and body language

_____uses concrete referents such as props, realia, manipulatives and visuals (especially with entry-level students)

_____2. Teacher uses linguistic modifications when necessary to make the target language more comprehensible for the students

_____uses controlled, standardized vocabulary

_____uses controlled sentence length and complexity

_____uses restatements, expansions, and repetitions

_____3. Teacher keeps use of the native language clearly separated from use of the target language

_____4. Teacher provides students with opportunities for extended listening

_____5. Teacher uses authentic communication to motivate all language use

_____6. Teacher maintains a pace with momentum and a sense of direction

_____7. Teacher changes activities frequently and logically

_____ 8. Students are active throughout the class period

_____individually

_____as part of groups

_____9. Teacher introduces and tests structures and vocabulary in meaningful context

_____10. Teachers and students use visuals and realia effectively

_____ 11. There is evidence of detailed planning

COMMENTS

_____ 12. Discipline is positive, prompt, nondisruptive

_____ 13. Environment is attractive and reflects the target culture

_____ 14. There is evidence of cultural content in activities
  _____ stereotypes are not reinforced
  _____ global and multicultural awareness is encouraged

_____ 15. Classroom routines provide students with clear clues to meaning

_____ 16. Lessons contain elements of subject-content instruction

_____ 17. Teacher practices sensitive error correction with primary focus on errors of meaning rather than on errors of form.

_____ 18. Teacher provides hands-on experiences for students, accompanied by oral and written language use

_____ 19. Teacher accelerates student communication by teaching functional chunks of language

_____ 20. Teacher constantly monitors student comprehension through interactive means such as
  _____ comprehension checks
  _____ clarification requests
  _____ personalization
  _____ using a variety of questioning types

_____ 21. There are varied groupings of students and varied interaction patterns
  _____ teacher/student
  _____ student/teacher
  _____ student/student

_____ 22. There is careful introduction to second language literacy

COMMENTS

_____23. Reading is based on student-centered, previously mastered oral language

_____24. Teacher shows patience with student attempts to communicate

_____25. Teacher plans activities that provide students with successful learning experiences

_____26. Teacher appears enthusiastic and motivated

_____27. Questions and activities provide for a real exchange of information and opinions

_____28. Teacher incorporates activities from a variety of cognitive levels

_____29. Students ask as well as answer questions

_____30. Teacher uses a variety of classroom techniques

_____31. Lessons incorporate both new and familiar material

_____32. Teacher includes several skills in each lesson

_____33. Teacher gives clear directions and examples

_____34. Teacher uses varied and appropriate rewards

_____35. Teacher allows ample wait-time after asking questions

SOURCE: From Languages and Children -- Making the Match. Reading, MA: Addison-Wesley Publishing Co., 1988.

B. Full results of first survey

Spanish Teachers Survey

The purpose of this survey is to determine the attitudes and opinions of elementary school Spanish teachers toward their jobs and the school in which they teach. It is important that you answer each question honestly. All responses are confidential. Only the outside consultants will have access to the individual responses. All results will be reported in summary form only. No reports will allow the identification of individual teachers responses.

Personal Information

Please circle the appropriate response.

Your school:	Ramsey Jefferson Webster
How long have you been teaching?	0-1 years 2-5 years 6-10 years 11+ years
Highest degree earned	B.A. B.A. +________ (fill in no of credits) M.A. M.A. +________ (fill in no of credits)
Is Spanish your first language?	Yes No

Climate Questions

Please read carefully each of the following statements. Mark the circle which most closely describes how you feel about the statement. If you wish to make any comments about the item, write the item number on the blank page at the end of the survey, followed by your comments.

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I am comfortable carrying on a casual conversation in Spanish with a native speaker.	○	○	○	○	○
2	The principals at my school give me the information I need in a timely manner.	○	○	○	○	○
3	I don't mind doing something "extra" to help my students.	○	○	○	○	○
4	My job is often monotonous.	○	○	○	○	○
5	I sometimes bounce ideas off other teachers before trying them out.	○	○	○	○	○
6	The principals at my school support me when support is needed.	○	○	○	○	○
7	The World Language Coordinator understands my concerns.	○	○	○	○	○
8	I can read a Spanish newspaper and understand the articles.	○	○	○	○	○
9	Rumors are a main source of information in my school.	○	○	○	○	○
10	I'm proud to be identified with my school.	○	○	○	○	○
11	Parents appreciate the work I do.	○	○	○	○	○

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
12	Other teachers ask for my assistance.	○	○	○	○	○
13	The principals in my school are fair with the teachers.	○	○	○	○	○
14	I feel part of "the Spanish team" at my school.	○	○	○	○	○
15	I enjoy my work.	○	○	○	○	○
16	The principals in my school are available when needed.	○	○	○	○	○
17	The teachers in my school get along well.	○	○	○	○	○
18	I'm an important part of what goes on in my school.	○	○	○	○	○
19	I like my peers.	○	○	○	○	○
20	The teachers have the opportunity to share ideas through meetings, newsletters, etc.	○	○	○	○	○
21	My work is important.	○	○	○	○	○
22	My Spanish vocabulary is extensive.	○	○	○	○	○
23	I can watch Spanish television comedy shows and understand the humor.	○	○	○	○	○
24	I'm happy to help other Spanish teachers.	○	○	○	○	○
25	The World Language Coordinator is a valuable resource for me.	○	○	○	○	○

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
26	I see a bright future for myself in teaching.	○	○	○	○	○
27	Students appreciate the work I do.	○	○	○	○	○
28	The teachers in my school have "cliques" which causes me discomfort.	○	○	○	○	○
29	Rumors are frequently heard.	○	○	○	○	○
30	Teaching is an enjoyable profession.	○	○	○	○	○
31	I can listen to a Spanish radio newscast and have a good understanding of the stories.	○	○	○	○	○
32	I look forward to coming into work in the morning.	○	○	○	○	○
33	Other teachers tell me when I do a good job.	○	○	○	○	○
34	There is adequate communication between the teachers and the principals.	○	○	○	○	○
35	I often share ideas with other teachers.	○	○	○	○	○
36	There is little incentive for helping other teachers.	○	○	○	○	○
37	I can write business letters in Spanish which would be clear to a native speaker.	○	○	○	○	○

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
38	I plan to continue teaching for as long as I can.	○	○	○	○	○
39	The principals at my school take an active interest in my professional development.	○	○	○	○	○
40	I often learn from watching and talking with other teachers.	○	○	○	○	○
41	Other teachers value my work.	○	○	○	○	○
42	I make a difference for my students.	○	○	○	○	○
43	I often feel like I'm "burnt out" on the job.	○	○	○	○	○
44	I feel comfortable asking other teachers for help.	○	○	○	○	○
45	I can readily find out what's being done at other schools in my area.	○	○	○	○	○

Please indicate how much interest you have in the following development topics. Feel free to add additional topics to the list.

	Topic	Very Interested	Some Interest	Not Sure	Little Interest	No Interest
46	Teambuilding with teachers not in the immersion project.	○	○	○	○	○
47	Advanced language instruction.	○	○	○	○	○
48	Interpersonal skills.	○	○	○	○	○

	Topic	Very Interested	Some Interest	Not Sure	Little Interest	No Interest
49	Educational technology for teaching language.	○	○	○	○	○
50	Stress management.	○	○	○	○	○
51	Valuing diversity in the schools.	○	○	○	○	○
52	Policy and procedures in the schools.	○	○	○	○	○
53	Career development/career options for teachers.	○	○	○	○	○
54	Recognizing and helping the student in crisis.	○	○	○	○	○
55	Student suicide.	○	○	○	○	○
56	Drugs in the schools.	○	○	○	○	○
57	Time management.	○	○	○	○	○
59	Sexual/racial/religious discrimination in the schools.	○	○	○	○	○
60	Preparation of teaching materials.	○	○	○	○	○
61	Outcome-based language education.	○	○	○	○	○
62	Strategies for teaching content.	○	○	○	○	○
63	Refining the scope of the curriculum.	○	○	○	○	○
64	Refining the sequence of the curriculum.	○	○	○	○	○

	Topic	Very Interested	Some Interest	Not Sure	Little Interest	No Interest
65	Developing multi-cultural, gender fair content and curriculum.	○	○	○	○	○
66	Change management.	○	○	○	○	○
67		○	○	○	○	○
68		○	○	○	○	○
69		○	○	○	○	○
70		○	○	○	○	○

Open Ended Questions: (use the back of this sheet if necessary)

1. What things related to the teaching of Spanish in your school cause you the most concern?

2. What strengths do you see in your school's Spanish program?

3. Is there anything else you feel the consultants should know?

Use this page to write any comments about the survey questions.

Summary of Spanish Teachers Demographics
Expressed Interests, and Expressed Attitudes
Taken from the Survey Instrument
Fall, 1989

The Process.

A member of the consulting team visited each of the three schools to administer the survey. After being introduced, the consultant reviewed the scope of the Spanish Team Project and explained that the survey was to help determine the teachers interests and attitudes toward a number of topics. The teachers were assured that all information would remain confidential and would be reported in summary form only. They were specifically instructed not to put their name on the forms. Each teacher was given a survey form and asked to fill it out before leaving the meeting. Two teachers could not attend the meetings and a survey was left for them to fill out and mail. Completed surveys were put into a large manila envelope for later tabulation.

The Population.

Seven teachers at Jefferson (25.93%), fourteen teachers at Ramsey (51.85%), and six teachers at Webster (22.22%) responded to the survey for a total of 27 teachers.

Twenty four of the teachers (88.9%) reported that Spanish is NOT their first language.

Seven teachers (25.93%) reported they have been teaching from two to five years. Nine teachers (33.33%) reported they have been teaching from six to ten years. Ten teachers (37.04%) reported they have been teaching for over eleven years.

Twenty three (85.19%) have B.A. degrees, three (11.11%) have masters degrees. One teacher (3.70%) did not respond to this question).

Attitude Items.

Items 45, 29, and 28 were the only items to have a mean score below 3. Item 45 is, "I can readily find out what's being done at other schools in my area." The indication is that it is not easy to learn what is being done at other schools.

Item 28 is, "Teachers at my school have 'cliques' which causes me discomfort." This item has been corrected for the polarity of the question, that is, a high score would be considered "good".

The same is true of item 29, "Rumors are frequently heard." A high score is desirable or should be seen as positive.

Items 3, 4, and 21 score in excess of 4.5 on the 5-point scale. There is strong agreement on these items. Teachers do not mind doing something "extra" to help the students, they do not find their jobs monotonous, and they believe their work is important.

21 of the 45 items score over 4.00 and only 3 items fall below the scales midpoint of 3.00. Given normal respondent preferences to select opinions that regress to about a 3.00 mean, these scores are remarkable and amazingly positive. They indicate an an organization which sees itself as having many strengths and few areas of weakness.

Categorical Scores

When the scores are grouped into the 6 identified categories (Cooperation, Communication, Feeling Valued, Supervision, Spanish Language Skills, and Morale) Communication has the lowest score. This is true overall and from school to school. Ramsey has the lowest communication score at 2.83 .

There is no major difference between the schools in how they scored on the various scales. No one school appears to be significantly different than the others.

Summary.

The attitude scores on this survey are very positive. Both individual scores and group scores suggest that communications is the area of most concern. Ramsey scored below the group average on all scales except for Spanish language skills. However, the scores are not that low and do not seem to indicate a major problem. These schools are seen by the teachers as being basically healthy. Instead of correcting for major deficits, there is a the unique opportunity to build on strengths. The 45 items were ranked by mean score:

Survey Item Number	Mean Score	S.D.
45	2.52	1.01
29	2.63	0.97
28	2.96	1.22
43	3.04	1.26
9	3.11	1.05
25	3.11	1.05
34	3.22	1.16
37	3.30	1.24
7	3.35	1.06
36	3.37	1.45
2	3.44	1.28
23	3.52	1.08
17	3.62	0.85
16	3.63	0.93
33	3.67	1.04
39	3.67	0.96
20	3.78	1.09
41	3.78	0.75
18	3.89	0.89
6	3.93	0.96
38	3.93	0.96
22	3.96	0.87
12	3.96	0.52
32	3.96	0.81
31	4.00	0.94
8	4.07	0.92
11	4.07	1.00
26	4.11	0.80
44	4.11	0.58
5	4.18	0.84
13	4.18	0.68
15	4.18	0.56
19	4.18	0.48
27	4.18	0.92
24	4.22	0.42

Survey Item Number	Mean Score	
35	4.22	0.51
40	4.22	0.80
14	4.26	0.66
1	4.30	0.78
30	4.30	0.67
10	4.44	1.00
42	4.44	0.58
3	4.59	0.50
4	4.63	0.69
21	4.70	0.46

Interest Items.

Items 46-66 on the survey asked teachers to mark their level of interest in a number of topics. Items were marked on a scale of 5 (very interested) to 1 (no interest). Mean scores for each item were generated. The following items, listed in rank order, had a mean score of 4 or above.

Item	Mean Score	Topic
60	4.48	Preparation of teaching materials
62	4.26	Strategies for teaching content
61	4.15	Outcome based language education
63	4.04	refining the scope of the curriculum
47	4.00	Advanced language instruction
54	4.00	Recognizing and helping the student in crisis
64	4.00	Refining the sequence of the curriculum

In addition to mean score, items were reviewed by frequency of response. Based on this analysis the following additional items also appear to be of strong interest to the teachers.

Item	(% 4 + 5)	Topic
48	77%+	Interpersonal skills
49	74%+	Educational technology for teaching language
50	74%+	Stress management
65	74%+	Developing multi-cultural, gender fair content and curriculum.

If the frequency counts are broken out by school we find the same general pattern of interests (detail attached).

Appendices

1. Time teaching and degree, by school

2. Score on each item of the survey, all data.

3. 3-D chart of schools vs category, final matrix of scores

4. Category graph for all data

5. Category graph for Jefferson School

6. Category graph for Ramsey School

7. Category graph for Webster School

8. Max, min, mean, and S.D. for each attitude item, all data

9. Max, min, mean, and S.D. for each attitude item, by school

10. Max, min, mean, and S.D. for each interest item, all data

11. Frequency and percentage for each interest item, all data

12. Max, min, mean, and S.D. for each interest item, by school

13. The Spanish Teachers Survey

1. Time teaching and degree, by school

Time teaching and degree sorted by school
file name...time/degree*school(word)

Table of TIME (row) by SCHOOL$ (columns)

Frequencies

	J	R	W	TOTAL
No answer	1	0	0	1
0-1 years	0	0	0	0
2-5 years	1	4	2	7
6-10 years	1	5	3	9
11+ years	4	5	1	10

Table of TIME (row) by SCHOOL$ (columns)

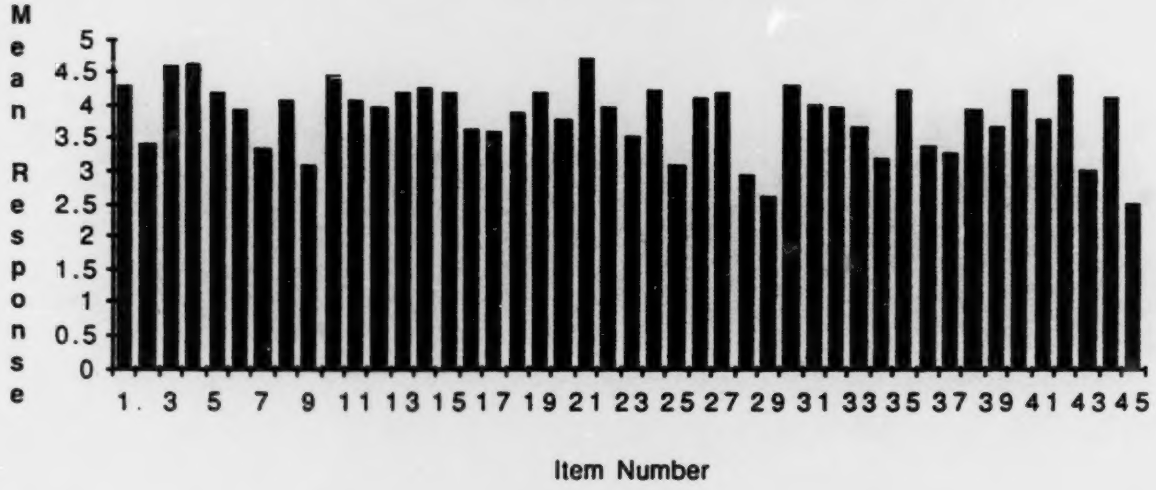
Percents of total of this (sub)table

	J	R	W	TOTAL
No answer	3.70	.00	.00	3.70
0-1 years	0	0	0	0
2-5 years	3.70	14.81	7.41	25.93
6-10 years	3.70	18.52	11.11	33.33
11+ years	14.81	18.52	3.70	37.04

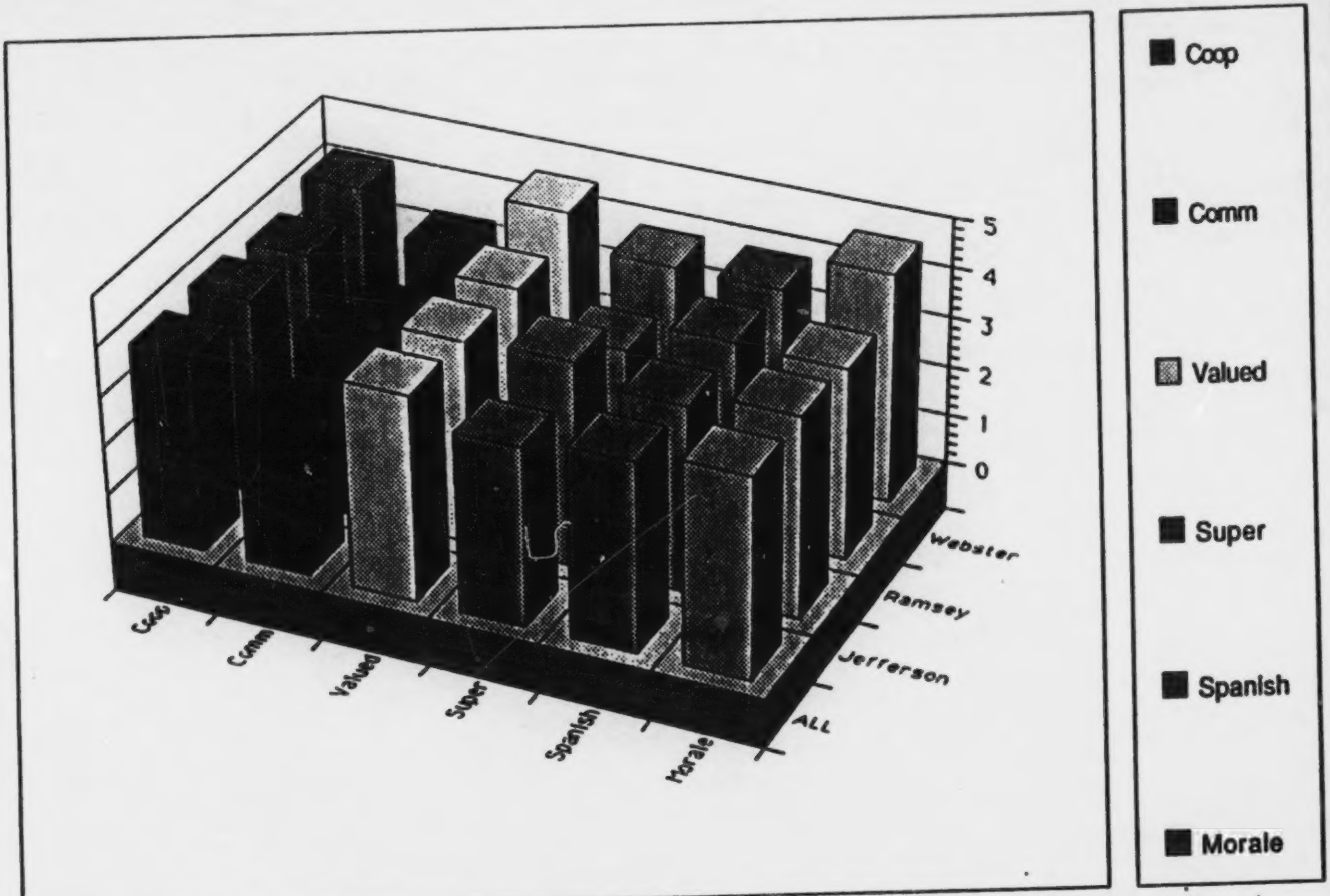
```
Frequencies

                    J          R          W          TOTAL
              ------------------------------
No answer           0          0          1            1

B                   6         12          5           23

M                   1          2          0            3
              ------------------------------
Total               7         14          6           27

Table of   DEGREE$    (row) by   SCHOOL$    (columns)

Percents of total of this (sub)table

                 J          R          W         TOTAL
              ------------------------------
No answer         .00        .00       3.70        3.70

B               22.22      44.44      18.52       85.19

M                3.70       7.41        .00       11.11
              ------------------------------
Total           25.93      51.85      22.22      100.00
```

2. Score on each item of the survey, all data.

Score for Each Item on the Spanish Teachers Survey:
All Data Combined.
(Scores have been corrected for polarity, 5=high 1=low)



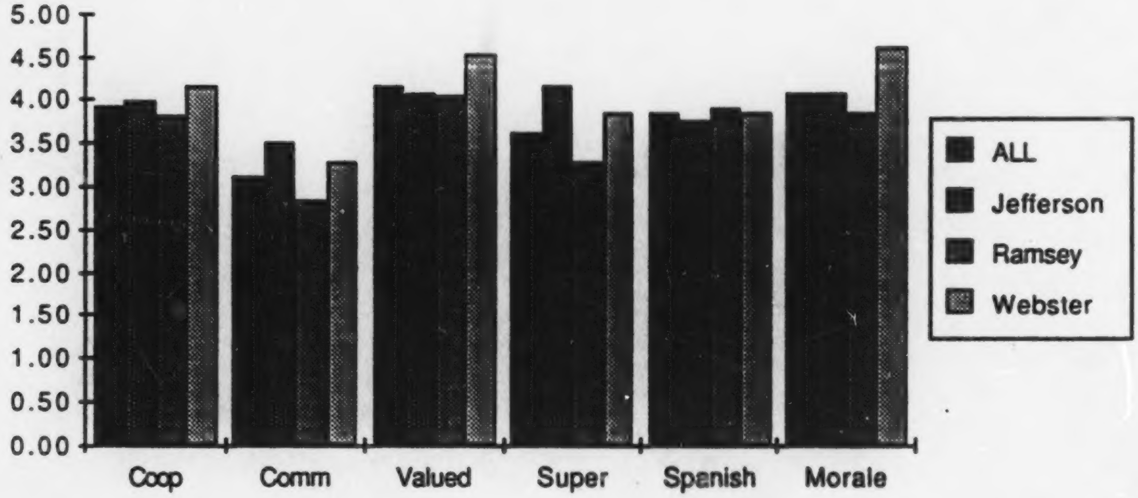
3. 3-D chart of schools vs category, final matrix of scores



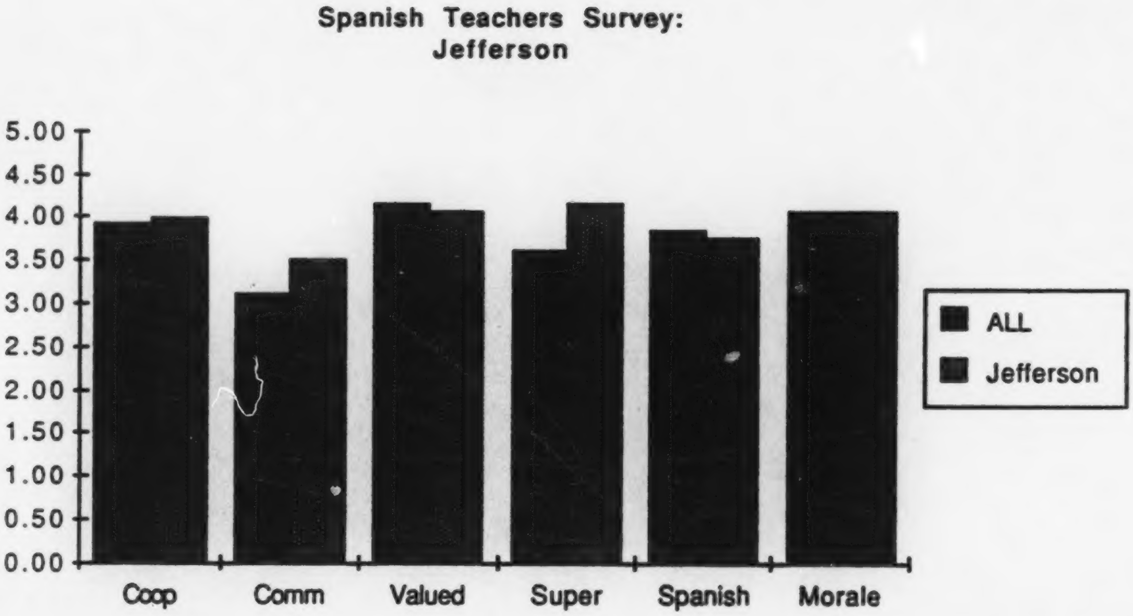
	ALL	Jefferson	Ramsey	Webster
Coop	3.94	3.99	3.82	4.17
Comm	3.12	3.52	2.83	3.31
Valued	4.17	4.09	4.04	4.54
Super	3.64	4.17	3.28	3.86
Spanish	3.86	3.79	3.90	3.86
Morale	4.09	4.08	3.87	4.61

4. Category graph for all data

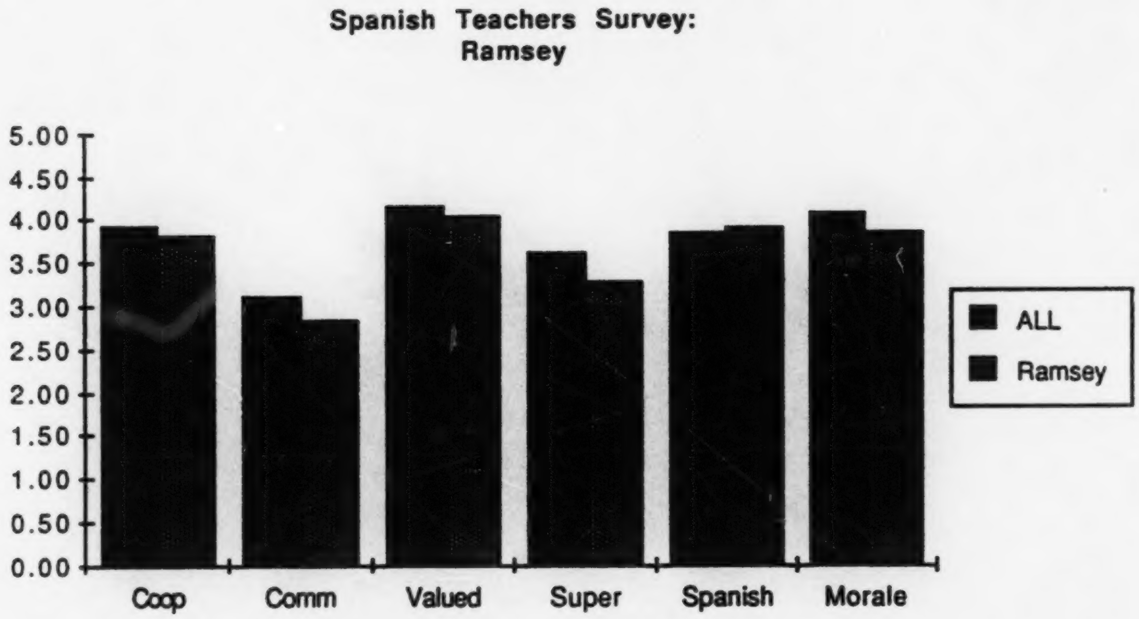
Spanish Teachers Survey Results:
for All Data



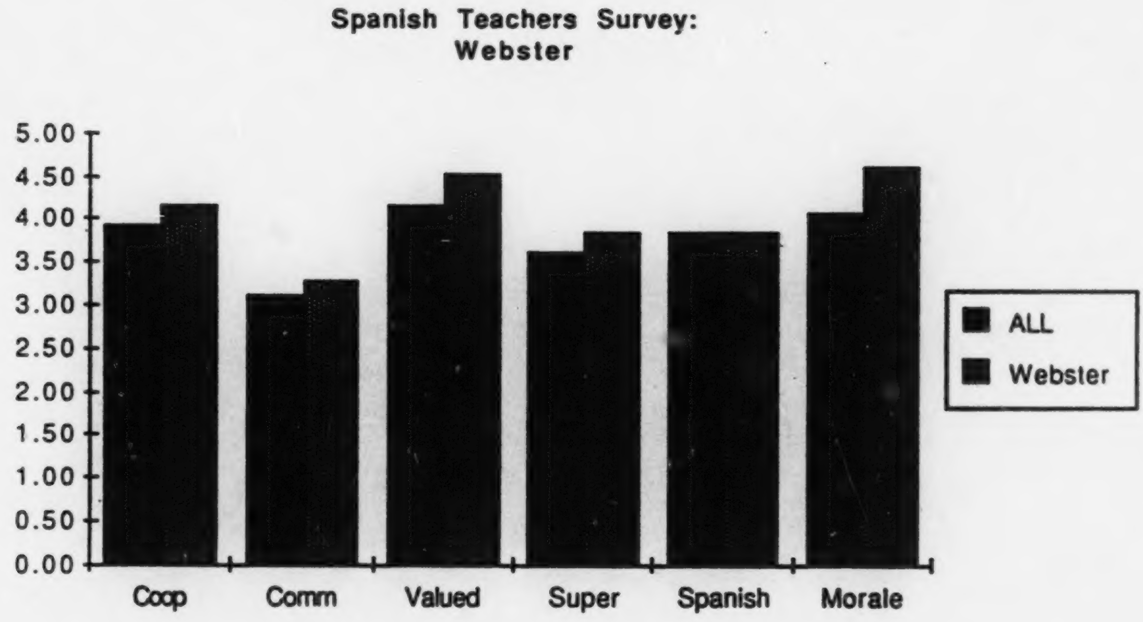
5. Category graph for Jefferson School


Spanish Teachers Survey:
Jefferson
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
Coop
Comm
Valued
Super
Spanish
Morale
■ ALL
■ Jefferson

6. Category graph for Ramsey School


Spanish Teachers Survey:
Ramsey
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
Coop
Comm
Valued
Super
Spanish
Morale
ALL
Ramsey

7. Category graph for Webster School


Spanish Teachers Survey:
Webster
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
Coop
Comm
Valued
Super
Spanish
Morale
ALL
Webster

8. Max, min, mean, and S.D. for each attitude item, all data

Summary of Each Attitude Item in the Spanish Teachers Survey.
All scores have been corrected for polarity. 5=high, 1=low.

```
 Total observations:    27

                          Q1          Q2          Q3          Q4          Q5


   N of cases                27          27          27          27          27
   Minimum                2.000       1.000       4.000       1.000       2.000
   Maximum                5.000       5.000       5.000       4.000       5.000
   Mean                   4.296       3.444       4.593       1.370       4.185
   Standard dev           0.775       1.281       0.501       0.688       0.834

                          Q6          Q7          Q8          Q9         Q10


   N of cases                27          26          27          27          27
   Minimum                2.000       1.000       2.000       2.000       4.000
   Maximum                5.000       5.000       5.000       5.000       5.000
   Mean                   3.926       3.346       4.074       3.111       4.444
   Standard dev           0.958       1.056       0.917       1.050       0.506

                         Q11         Q12         Q13         Q14         Q15


   N of cases                27          27          27          27          27
   Minimum                2.000       2.000       2.000       3.000       3.000
   Maximum                5.000       5.000       5.000       5.000       5.000
   Mean                   4.074       3.963       4.185       4.259       4.185
   Standard dev           0.997       0.518       0.681       0.656       0.557

                         Q16         Q17         Q18         Q19         Q20


   N of cases                27          26          27          27          27
   Minimum                1.000       2.000       2.000       3.000       1.000
   Maximum                5.000       5.000       5.000       5.000       5.000
   Mean                   3.630       3.615       3.889       4.185       3.778
   Standard dev           0.926       0.852       0.892       0.483       1.086

                         Q21         Q22         Q23         Q24         Q25


   N of cases                27          26          25          27          27
   Minimum                4.000       2.000       2.000       4.000       1.000
   Maximum                5.000       5.000       5.000       5.000       5.000
   Mean                   4.704       3.962       3.520       4.222       3.111
   Standard dev           0.465       0.871       1.085       0.424       1.050
```

```
                     Q26         Q27         Q28         Q29         Q30

 N of cases            27          27          27          27          27
 Minimum            2.000       2.000       1.000       1.000       3.000
 Maximum            5.000       5.000       5.000       5.000       5.000
 Mean               4.111       4.185       3.037       3.370       4.296
 Standard dev       0.801       0.921       1.224       0.967       0.669

                     Q31         Q32         Q33         Q34         Q35

 N of cases            26          27          27          27          27
 Minimum            1.000       2.000       1.000       1.000       3.000
 Maximum            5.000       5.000       5.000       5.000       5.000
 Mean               4.000       3.963       3.667       3.222       4.222
 Standard dev       0.938       0.808       1.038       1.155       0.506

                     Q36         Q37         Q38         Q39         Q40

 N of cases            27          27          27          27          27
 Minimum            1.000       1.000       2.000       1.000       2.000
 Maximum            5.000       5.000       5.000       5.000       5.000
 Mean               2.630       3.296       3.926       3.667       4.222
 Standard dev       1.149       1.235       0.958       0.961       0.801

                     Q41         Q42         Q43         Q44         Q45

 N of cases            27          27          27          27          27
 Minimum            2.000       3.000       1.000       2.000       1.000
 Maximum            5.000       5.000       5.000       5.000       4.000
 Mean               3.778       4.444       2.963       4.111       2.519
 Standard dev       0.751       0.577       1.255       0.577       1.014
```

9. Max, min, mean, and S.D. for each attitude item, by school

```
Summary of statistics for each item in the Spanish Teachers Survey
All scores have been corrected for polarity. 5=high, 1=low

Sorted by School
file name: culture scores * school


The following results are for:
           SCHOOL$     = Jefferson

Total observations:     7

                      Q1          Q2          Q3          Q4          Q5

  N of cases               7           7           7           7           7
  Minimum              4.000       3.000       4.000       2.000       3.000
  Maximum              5.000       5.000       5.000       5.000       5.000
  Mean                 4.571       4.714       4.714       4.571       4.429
  Standard dev         0.535       0.756       0.488       1.134       0.787

                      Q6          Q7          Q8          Q9          Q10

  N of cases               7           7           7           7           7
  Minimum              3.000       3.000       2.000       2.000       4.000
  Maximum              5.000       5.000       5.000       5.000       5.000
  Mean                 4.571       4.000       4.000       2.857       4.429
  Standard dev         0.787       0.816       1.000       1.215       0.535

                     Q11         Q12         Q13         Q14         Q15

  N of cases               7           7           7           7           7
  Minimum              2.000       4.000       4.000       4.000       3.000
  Maximum              5.000       5.000       5.000       5.000       5.000
  Mean                 4.143       4.143       4.714       4.571       4.286
  Standard dev         1.069       0.378       0.488       0.535       0.756

                     Q16         Q17         Q18         Q19         Q20

  N of cases               7           6           7           7           7
  Minimum              3.000       2.000       3.000       4.000       3.000
  Maximum              5.000       4.000       5.000       5.000       5.000
  Mean                 4.000       3.333       3.857       4.143       4.143
  Standard dev         0.577       1.033       0.900       0.378       0.690

                     Q21         Q22         Q23         Q24         Q25

  N of cases               7           7           7           7           7
  Minimum              4.000       4.000       2.000       4.000       2.000
  Maximum              5.000       5.000       4.000       5.000       5.000
  Mean                 4.571       4.143       3.000       4.286       3.571
  Standard dev         0.535       0.378       1.000       0.488       0.976

                     Q26         Q27         Q28         Q29         Q30

  N of cases               7           7           7           7           7
  Minimum              3.000       2.000       1.000       1.000       3.000
  Maximum              5.000       5.000       4.000       5.000       5.000
  Mean                 4.000       3.714       2.000       2.857       4.286
  Standard dev         0.816       1.113       1.000       1.345       0.756
```

```
                    Q31         Q32         Q33         Q34         Q35

N of cases               7           7           7           7           7
Minimum              3.000       3.000       2.000       4.000       4.000
Maximum              5.000       5.000       5.000       5.000       5.000
Mean                 3.857       4.000       3.714       4.143       4.286
Standard dev         0.690       0.816       0.951       0.378       0.488

                    Q36         Q37         Q38         Q39         Q40

N of cases               7           7           7           7           7
Minimum              3.000       2.000       3.000       3.000       3.000
Maximum              5.000       5.000       5.000       5.000       5.000
Mean                 3.857       3.143       3.571       4.143       4.429
Standard dev         0.900       1.215       0.976       0.690       0.787

                    Q41         Q42         Q43         Q44         Q45

N of cases               7           7           7           7           7
Minimum              3.000       3.000       1.000       4.000       1.000
Maximum              4.000       5.000       5.000       4.000       4.000
Mean                 3.714       4.286       3.429       4.000       2.429
Standard dev         0.488       0.756       1.272       0.000       0.976
```

```
The following results are for:
          SCHOOL$     = Ramsey

Total observations:   14

                         Q1          Q2          Q3          Q4          Q5

  N of cases             14          14          14          14          14
  Minimum             2.000       1.000       4.000       4.000       2.000
  Maximum             5.000       4.000       5.000       5.000       5.000
  Mean                4.286       2.571       4.500       4.643       4.214
  Standard dev        0.825       1.089       0.519       0.497       0.802

                         Q6          Q7          Q8          Q9         Q10

  N of cases             14          13          14          14          14
  Minimum             2.000       1.000       2.000       2.000       4.000
  Maximum             4.000       4.000       5.000       5.000       5.000
  Mean                3.357       2.846       4.143       3.286       4.214
  Standard dev        0.842       0.987       0.770       0.994       0.426

                        Q11         Q12         Q13         Q14         Q15

  N of cases             14          14          14          14          14
  Minimum             2.000       2.000       2.000       3.000       3.000
  Maximum             5.000       4.000       5.000       5.000       5.000
  Mean                3.857       3.786       4.000       4.071       4.000
  Standard dev        1.099       0.579       0.679       0.616       0.392

                        Q16         Q17         Q18         Q19         Q20

  N of cases             14          14          14          14          14
  Minimum             1.000       2.000       2.000       3.000       1.000
  Maximum             5.000       4.000       5.000       5.000       5.000
  Mean                3.429       3.571       3.571       4.071       3.500
  Standard dev        1.089       0.646       0.852       0.475       1.225

                        Q21         Q22         Q23         Q24         Q25

  N of cases             14          14          13          14          14
  Minimum             4.000       2.000       2.000       4.000       1.000
  Maximum             5.000       5.000       5.000       5.000       4.000
  Mean                4.643       3.857       3.846       4.143       2.643
  Standard dev        0.497       1.027       0.899       0.363       0.929

                        Q26         Q27         Q28         Q29         Q30

  N of cases             14          14          14          14          14
  Minimum             2.000       2.000       2.000       2.000       3.000
  Maximum             5.000       5.000       5.000       4.000       5.000
  Mean                3.857       4.286       3.214       2.571       4.143
  Standard dev        0.770       0.914       0.893       0.852       0.663

                        Q31         Q32         Q33         Q34         Q35

  N of cases             14          14          14          14          14
  Minimum             1.000       2.000       1.000       1.000       3.000
  Maximum             5.000       5.000       5.000       4.000       5.000
  Mean                3.929       3.643       3.357       2.714       4.143
  Standard dev        1.072       0.745       1.151       1.139       0.535
```

```
                     Q36        Q37        Q38        Q39        Q40

N of cases             14         14         14         14         14
Minimum             1.000      1.000      2.000      1.000      2.000
Maximum             5.000      5.000      5.000      5.000      5.000
Mean                3.000      3.357      3.786      3.429      4.000
Standard dev        1.240      1.216      0.975      1.016      0.877

                     Q41        Q42        Q43        Q44        Q45

N of cases             14         14         14         14         14
Minimum             2.000      4.000      1.000      2.000      1.000
Maximum             5.000      5.000      4.000      5.000      4.000
Mean                3.643      4.500      2.429      4.071      2.357
Standard dev        0.929      0.519      1.158      0.730      1.082
```

```
The following results are for:
          SCHOOL$     = Webster

Total observations:     6

                       Q1          Q2          Q3          Q4          Q5

 N of cases             6           6           6           6           6
 Minimum            3.000       4.000       4.000       4.000       2.000
 Maximum            5.000       4.000       5.000       5.000       5.000
 Mean               4.000       4.000       4.667       4.667       3.833
 Standard dev       0.894       0.000       0.516       0.516       0.983

                       Q6          Q7          Q8          Q9         Q10

 N of cases             6           6           6           6           6
 Minimum            4.000       2.000       2.000       2.000       5.000
 Maximum            5.000       5.000       5.000       4.000       5.000
 Mean               4.500       3.667       4.000       3.000       5.000
 Standard dev       0.548       1.033       1.265       1.095       0.000

                      Q11         Q12         Q13         Q14         Q15

 N of cases             6           6           6           6           6
 Minimum            4.000       4.000       3.000       3.000       4.000
 Maximum            5.000       5.000       5.000       5.000       5.000
 Mean               4.500       4.167       4.000       4.333       4.500
 Standard dev       0.548       0.408       0.632       0.816       0.548

                      Q16         Q17         Q18         Q19         Q20

 N of cases             6           6           6           6           6
 Minimum            2.000       2.000       4.000       4.000       2.000
 Maximum            4.000       5.000       5.000       5.000       5.000
 Mean               3.667       4.000       4.667       4.500       4.000
 Standard dev       0.816       1.095       0.516       0.548       1.095

                      Q21         Q22         Q23         Q24         Q25

 N of cases             6           5           5           6           6
 Minimum            5.000       3.000       2.000       4.000       2.000
 Maximum            5.000       5.000       5.000       5.000       5.000
 Mean               5.000       4.000       3.400       4.333       3.667
 Standard dev       0.000       1.000       1.517       0.516       1.033

                      Q26         Q27         Q28         Q29         Q30

 N of cases             6           6           6           6           6
 Minimum            4.000       4.000       1.000       2.000       4.000
 Maximum            5.000       5.000       5.000       4.000       5.000
 Mean               4.833       4.500       3.500       2.500       4.667
 Standard dev       0.408       0.548       1.643       0.837       0.516

                      Q31         Q32         Q33         Q34         Q35

 N of cases             5           6           6           6           6
 Minimum            3.000       4.000       4.000       1.000       4.000
 Maximum            5.000       5.000       5.000       4.000       5.000
 Mean               4.400       4.667       4.333       3.333       4.333
 Standard dev       0.894       0.516       0.516       1.211       0.516
```

```
                    Q36         Q37         Q38         Q39         Q40

N of cases             6           6           6           6           6
Minimum            2.000       2.000       4.000       2.000       4.000
Maximum            5.000       5.000       5.000       5.000       5.000
Mean               3.667       3.333       4.667       3.667       4.500
Standard dev       1.033       1.506       0.516       1.033       0.548

                    Q41         Q42         Q43         Q44         Q45

N of cases             6           6           6           6           6
Minimum            4.000       4.000       3.000       4.000       2.000
Maximum            5.000       5.000       5.000       5.000       4.000
Mean               4.167       4.500       4.000       4.333       3.000
Standard dev       0.408       0.548       0.632       0.516       0.894
```

10. Max, min, mean, and S.D. for each interest item, all data

```
Interests-All Data Combined

Total observations:   27

                         Q46         Q47         Q48         Q49         Q50

 N of cases               27          27          27          27          27
 Minimum               1.000       1.000       1.000       1.000       1.000
 Maximum               5.000       5.000       5.000       5.000       5.000
 Mean                  3.370       4.000       3.296       3.926       3.926
 Standard dev          1.149       1.387       1.265       1.141       1.238

                         Q51         Q52         Q53         Q54         Q55

 N of cases               27          27          27          27          27
 Minimum               1.000       1.000       1.000       1.000       1.000
 Maximum               5.000       5.000       5.000       5.000       5.000
 Mean                  3.481       2.704       3.407       4.000       3.296
 Standard dev          1.189       1.235       1.217       1.074       1.137

                         Q56         Q57         Q58         Q59         Q60

 N of cases               27          27           0          27          27
 Minimum               1.000       1.000          .        1.000       2.000
 Maximum               5.000       5.000          .        5.000       5.000
 Mean                  3.667       3.519          .        3.037       4.481
 Standard dev          1.109       1.477          .        1.315       0.753

                         Q61         Q62         Q63         Q64         Q65

 N of cases               26          27          27          27          27
 Minimum               1.000       2.000       1.000       1.000       1.000
 Maximum               5.000       5.000       5.000       5.000       5.000
 Mean                  4.154       4.259       4.037       4.000       3.852
 Standard dev          1.008       1.059       0.940       0.961       1.199

                         Q66

 N of cases               25
 Minimum               1.000
 Maximum               5.000
 Mean                  3.480
 Standard dev          1.295
```

11. Frequency and percentage for each interest item, all data

Frequency and Percentage for Each Interest Item, All Data Combined

```
Table of values for   SCHOOL$

 Frequencies

                   J          R          W        TOTAL
            ---------------------------------
                      7         14          6         27
            ---------------------------------

 Table of values for   SCHOOL$

 Percents of total of this (sub)table

                   J          R          W        TOTAL
            ---------------------------------
                25.93      51.85      22.22      100.00
            ---------------------------------

 Table of values for   DEGREE$

 Frequencies

                              B          M        TOTAL
            ---------------------------------
                      1         23          3         27
            ---------------------------------

 Table of values for   DEGREE$

 Percents of total of this (sub)table

                              B          M        TOTAL
            ---------------------------------
                 3.70      85.19      11.11      100.00
            ---------------------------------

 Table of values for     SPAN

 Frequencies

                0.000      1.000      TOTAL
            ----------------------
                     24          3         27
            ----------------------
```

```
Table of values for      SPAN

Percents of total of this (sub)table

                     0.000      1.000      TOTAL
                  ____________________
                     88.89      11.11     100.00
                  ____________________

Table of values for      Q46

Frequencies

                     1.000      2.000      3.000      4.000      5.000      TOTAL
                  ______________________________________________________
                         2          4          7         10          4         27
                  ______________________________________________________

Table of values for      Q46

Percents of total of this (sub)table

                     1.000      2.000      3.000      4.000      5.000      TOTAL
                  ______________________________________________________
                      7.41      14.81      25.93      37.04      14.81     100.00
                  ______________________________________________________

Table of values for      Q47

Frequencies

                     1.000      2.000      3.000      4.000      5.000      TOTAL
                  ______________________________________________________
                         3          2          1          7         14         27
                  ______________________________________________________

Table of values for      Q47

Percents of total of this (sub)table

                     1.000      2.000      3.000      4.000      5.000      TOTAL
                  ______________________________________________________
                     11.11       7.41       3.70      25.93      51.85     100.00
                  ______________________________________________________
```

Table of values for Q48

Frequencies

1.000	2.000	3.000	4.000	5.000	TOTAL
3	5	4	11	4	27

Table of values for Q48

Percents of total of this (sub)table

1.000	2.000	3.000	4.000	5.000	TOTAL
11.11	18.52	14.81	40.74	14.81	100.00

Table of values for Q49

Frequencies

1.000	2.000	3.000	4.000	5.000	TOTAL
1	3	3	10	10	27

Table of values for Q49

Percents of total of this (sub)table

1.000	2.000	3.000	4.000	5.000	TOTAL
3.70	11.11	11.11	37.04	37.04	100.00

Table of values for Q50

Frequencies

1.000	2.000	3.000	4.000	5.000	TOTAL
2	2	3	9	11	27

Table of values for Q50

Percents of total of this (sub)table

1.000	2.000	3.000	4.000	5.000	TOTAL
7.41	7.41	11.11	33.33	40.74	100.00

Table of values for Q51

Frequencies

1.000	2.000	3.000	4.000	5.000	TOTAL
1	6	5	9	6	27

Table of values for Q51

Percents of total of this (sub)table

1.000	2.000	3.000	4.000	5.000	TOTAL
3.70	22.22	18.52	33.33	22.22	100.00

Table of values for Q52

Frequencies

1.000	2.000	3.000	4.000	5.000	TOTAL
4	10	6	4	3	27

Table of values for Q52

Percents of total of this (sub)table

1.000	2.000	3.000	4.000	5.000	TOTAL
14.81	37.04	22.22	14.81	11.11	100.00

Table of values for Q53

Frequencies

1.000	2.000	3.000	4.000	5.000	TOTAL
2	5	5	10	5	27

Table of values for Q53

Percents of total of this (sub)table

1.000	2.000	3.000	4.000	5.000	TOTAL
7.41	18.52	18.52	37.04	18.52	100.00

Table of values for Q54

Frequencies

1.000	2.000	3.000	4.000	5.000	TOTAL
1	2	3	11	10	27

Table of values for Q54

Percents of total of this (sub)table

1.000	2.000	3.000	4.000	5.000	TOTAL
3.70	7.41	11.11	40.74	37.04	100.00

Table of values for Q55

Frequencies

1.000	2.000	3.000	4.000	5.000	TOTAL
1	7	6	9	4	27

Table of values for Q55

Percents of total of this (sub)table

1.000	2.000	3.000	4.000	5.000	TOTAL
3.70	25.93	22.22	33.33	14.81	100.00

Table of values for Q56

Frequencies

1.000	2.000	3.000	4.000	5.000	TOTAL
1	4	4	12	6	27

Table of values for Q56

Percents of total of this (sub)table

1.000	2.000	3.000	4.000	5.000	TOTAL
3.70	14.81	14.81	44.44	22.22	100.00

Table of values for Q57

Frequencies

1.000	2.000	3.000	4.000	5.000	TOTAL
3	6	2	6	10	27

Table of values for Q57

Percents of total of this (sub)table

1.000	2.000	3.000	4.000	5.000	TOTAL
11.11	22.22	7.41	22.22	37.04	100.00

```
Table of values for      Q58

Frequencies

                  .        TOTAL
              ____________
                 27         27
              ____________

Table of values for      Q58

Percents of total of this (sub)table

                  .        TOTAL
              ____________
              100.00     100.00
              ____________

Table of values for      Q59

Frequencies

               1.000     2.000     3.000     4.000     5.000     TOTAL
              __________________________________________________
                   4         6         6         7         4        27
              __________________________________________________

Table of values for      Q59

Percents of total of this (sub)table

               1.000     2.000     3.000     4.000     5.000     TOTAL
              __________________________________________________
               14.81     22.22     22.22     25.93     14.81    100.00
              __________________________________________________

Table of values for      Q60

Frequencies

               2.000     3.000     4.000     5.000     TOTAL
              ________________________________________
                   1         1         9        16        27
              ________________________________________
```

```
Table of values for      Q60

Percents of total of this (sub)table

          2.000      3.000      4.000      5.000      TOTAL
        ___________________________________________
           3.70       3.70      33.33      59.26     100.00
        ___________________________________________

Table of values for      Q61

Frequencies

            .        1.000      3.000      4.000      5.000      TOTAL
        ____________________________________________________
              1          1          5          8         12         27
        ____________________________________________________

Table of values for      Q61

Percents of total of this (sub)table

            .        1.000      3.000      4.000      5.000      TOTAL
        ____________________________________________________
           3.70       3.70      18.52      29.63      44.44     100.00
        ____________________________________________________

Table of values for      Q62

Frequencies

          2.000      3.000      4.000      5.000      TOTAL
        ___________________________________________
              3          3          5         16         27
        ___________________________________________

Table of values for      Q62

Percents of total of this (sub)table

          2.000      3.000      4.000      5.000      TOTAL
        ___________________________________________
          11.11      11.11      18.52      59.26     100.00
        ___________________________________________
```

Table of values for Q63

Frequencies

1.000	2.000	3.000	4.000	5.000	TOTAL
1	1	2	15	8	27

Table of values for Q63

Percents of total of this (sub)table

1.000	2.000	3.000	4.000	5.000	TOTAL
3.70	3.70	7.41	55.56	29.63	100.00

Table of values for Q64

Frequencies

1.000	2.000	3.000	4.000	5.000	TOTAL
1	1	3	14	8	27

Table of values for Q64

Percents of total of this (sub)table

1.000	2.000	3.000	4.000	5.000	TOTAL
3.70	3.70	11.11	51.85	29.63	100.00

Table of values for Q65

Frequencies

1.000	2.000	3.000	4.000	5.000	TOTAL
2	2	3	11	9	27

```
Table of values for      Q65

Percents of total of this (sub)table

                 1.000    2.000    3.000    4.000    5.000    TOTAL
               ______________________________________________
                  7.41     7.41    11.11    40.74    33.33   100.00
               ______________________________________________

Table of values for      Q66

Frequencies

                   .      1.000    2.000    3.000    4.000    5.000    TOTAL
               _______________________________________________________
                     2        3        1        9        5        7       27
               _______________________________________________________

Table of values for      Q66

Percents of total of this (sub)table

                   .      1.000    2.000    3.000    4.000    5.000    TOTAL
               _______________________________________________________
                  7.41    11.11     3.70    33.33    18.52    25.93   100.00
               _______________________________________________________
```

12. Max, min, mean, and S.D. for each interest item, by school

```
Interest Data Sorted by School

The following results are for:
          SCHOOL$     = Jefferson

Total observations:     7

                      Q46         Q47         Q48         Q49         Q50

 N of cases             7           7           7           7           7
 Minimum            1.000       2.000       2.000       3.000       3.000
 Maximum            4.000       5.000       5.000       5.000       5.000
 Mean               3.000       3.714       4.000       4.143       4.286
 Standard dev       1.155       1.380       1.000       0.690       0.756

                      Q51         Q52         Q53         Q54         Q55

 N of cases             7           7           7           7           7
 Minimum            2.000       1.000       2.000       2.000       2.000
 Maximum            5.000       5.000       5.000       5.000       5.000
 Mean               3.429       2.429       3.857       3.571       3.429
 Standard dev       0.976       1.272       1.069       1.134       1.134

                      Q56         Q57         Q58         Q59         Q60

 N of cases             7           7           0           7           7
 Minimum            2.000       2.000           .       1.000       4.000
 Maximum            5.000       5.000           .       5.000       5.000
 Mean               3.714       3.857           .       3.286       4.571
 Standard dev       0.951       1.345           .       1.496       0.535

                      Q61         Q62         Q63         Q64         Q65

 N of cases             7           7           7           7           7
 Minimum            3.000       2.000       2.000       2.000       2.000
 Maximum            5.000       5.000       5.000       5.000       4.000
 Mean               4.000       4.000       4.143       4.000       3.571
 Standard dev       1.000       1.414       1.069       1.000       0.787

                      Q66

 N of cases             7
 Minimum            3.000
 Maximum            5.000
 Mean               3.714
 Standard dev       0.951
```

```
The following results are for:
          SCHOOLS     = Ramsey

Total observations:   14

                      Q46         Q47         Q48         Q49         Q50

  N of cases             14          14          14          14          14
  Minimum             1.000       1.000       1.000       2.000       1.000
  Maximum             5.000       5.000       5.000       5.000       5.000
  Mean                3.214       4.357       3.000       3.786       3.643
  Standard dev        1.251       1.082       1.109       1.188       1.277

                      Q51         Q52         Q53         Q54         Q55

  N of cases             14          14          14          14          14
  Minimum             1.000       1.000       1.000       1.000       1.000
  Maximum             5.000       5.000       5.000       5.000       5.000
  Mean                3.214       2.857       3.286       3.929       3.071
  Standard dev        1.251       1.231       1.204       1.141       1.207

                      Q56         Q57         Q58         Q59         Q60

  N of cases             14          14           0          14          14
  Minimum             1.000       1.000         .         1.000       2.000
  Maximum             5.000       5.000         .         5.000       5.000
  Mean                3.500       3.571         .         3.143       4.286
  Standard dev        1.345       1.399         .         1.231       0.914

                      Q61         Q62         Q63         Q64         Q65

  N of cases             13          14          14          14          14
  Minimum             3.000       2.000       3.000       3.000       1.000
  Maximum             5.000       5.000       5.000       5.000       5.000
  Mean                4.308       4.143       4.071       4.071       3.857
  Standard dev        0.751       1.027       0.616       0.730       1.231

                      Q66

  N of cases             12
  Minimum             1.000
  Maximum             5.000
  Mean                3.667
  Standard dev        1.155
```

```
The following results are for:
         SCHOOLS     = Webster

Total observations:     6

                      Q46         Q47         Q48         Q49         Q50

  N of cases            6           6           6           6           6
  Minimum           4.000       1.000       1.000       1.000       1.000
  Maximum           5.000       5.000       5.000       5.000       5.000
  Mean              4.167       3.500       3.167       4.000       4.167
  Standard dev      0.408       1.975       1.722       1.549       1.602

                      Q51         Q52         Q53         Q54         Q55

  N of cases            6           6           6           6           6
  Minimum           2.000       1.000       1.000       4.000       2.000
  Maximum           5.000       4.000       5.000       5.000       5.000
  Mean              4.167       2.667       3.167       4.667       3.667
  Standard dev      1.169       1.366       1.472       0.516       1.033

                      Q56         Q57         Q58         Q59         Q60

  N of cases            6           6           0           6           6
  Minimum           3.000       1.000         .         1.000       4.000
  Maximum           5.000       5.000         .         4.000       5.000
  Mean              4.000       3.000         .         2.500       4.833
  Standard dev      0.632       1.897         .         1.378       0.408

                      Q61         Q62         Q63         Q64         Q65

  N of cases            6           6           6           6           6
  Minimum           1.000       4.000       1.000       1.000       1.000
  Maximum           5.000       5.000       5.000       5.000       5.000
  Mean              4.000       4.833       3.833       3.833       4.167
  Standard dev      1.549       0.408       1.472       1.472       1.602

                      Q66

  N of cases            6
  Minimum           1.000
  Maximum           5.000
  Mean              2.833
  Standard dev      1.835
```

C. Final teacher survey

Spanish Teachers Survey

The purpose of this survey is to determine the attitudes and opinions of elementary school Spanish teachers toward their jobs and the school in which they teach. It is important that you answer each question honestly. All responses are confidential. Only the outside consultants will have access to the individual responses. All results will be reported in summary form only. No reports will allow the identification of individual teachers responses.

Personal Information

Please circle the appropriate response.

Your school:	Ramsey Jefferson Webster
How long have you been teaching?	0-1 years 2-5 years 6-10 years 11+ years
Highest degree earned	B.A. B.A. +________ (fill in no of credits) M.A. M.A. +________ (fill in no of credits)
Is Spanish your first language?	Yes No

Climate Questions

Please read carefully each of the following statements. Mark the circle which most closely describes how you feel about the statement. If you wish to make any comments about the item, write the item number on the blank page at the end of the survey, followed by your comments.

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I am comfortable carrying on a casual conversation in Spanish with a native speaker.	○	○	○	○	○
2	The principals at my school give me the information I need in a timely manner.	○	○	○	○	○
3	I don't mind doing something "extra" to help my students.	○	○	○	○	○
4	My job is often monotonous.	○	○	○	○	○
5	I sometimes bounce ideas off other teachers before trying them out.	○	○	○	○	○
6	The principals at my school support me when support is needed.	○	○	○	○	○
7	The World Language Coordinator understands my concerns.	○	○	○	○	○
8	I can read a Spanish newspaper and understand the articles.	○	○	○	○	○
9	Rumors are a main source of information in my school.	○	○	○	○	○
10	I'm proud to be identified with my school.	○	○	○	○	○
11	Parents appreciate the work I do.	○	○	○	○	○

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
12	Other teachers ask for my assistance.	○	○	○	○	○
13	The principals in my school are fair with the teachers.	○	○	○	○	○
14	I feel part of "the Spanish team" at my school.	○	○	○	○	○
15	I enjoy my work.	○	○	○	○	○
16	The principals in my school are available when needed.	○	○	○	○	○
17	The teachers in my school get along well.	○	○	○	○	○
18	I'm an important part of what goes on in my school.	○	○	○	○	○
19	I like my peers.	○	○	○	○	○
20	The teachers have the opportunity to share ideas through meetings, newsletters, etc.	○	○	○	○	○
21	My work is important.	○	○	○	○	○
22	My Spanish vocabulary is extensive.	○	○	○	○	○
23	I can watch Spanish television comedy shows and understand the humor.	○	○	○	○	○
24	I'm happy to help other Spanish teachers.	○	○	○	○	○
25	The World Language Coordinator is a valuable resource for me.	○	○	○	○	○

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
26	I see a bright future for myself in teaching.	○	○	○	○	○
27	Students appreciate the work I do.	○	○	○	○	○
28	The teachers in my school have "cliques" which causes me discomfort.	○	○	○	○	○
29	Rumors are frequently heard.	○	○	○	○	○
30	Teaching is an enjoyable profession.	○	○	○	○	○
31	I can listen to a Spanish radio newscast and have a good understanding of the stories.	○	○	○	○	○
32	I look forward to coming into work in the morning.	○	○	○	○	○
33	Other teachers tell me when I do a good job.	○	○	○	○	○
34	There is adequate communication between the teachers and the principals.	○	○	○	○	○
35	I often share ideas with other teachers.	○	○	○	○	○
36	There is little incentive for helping other teachers.	○	○	○	○	○
37	I can write business letters in Spanish which would be clear to a native speaker.	○	○	○	○	○

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
38	I plan to continue teaching for as long as I can.	○	○	○	○	○
39	The principals at my school take an active interest in my professional development.	○	○	○	○	○
40	I often learn from watching and talking with other teachers.	○	○	○	○	○
41	Other teachers value my work.	○	○	○	○	○
42	I make a difference for my students.	○	○	○	○	○
43	I often feel like I'm "burnt out" on the job.	○	○	○	○	○
44	I feel comfortable asking other teachers for help.	○	○	○	○	○
45	I can readily find out what's being done at other schools in my area.	○	○	○	○	○

Please indicate how much interest you have in the following development topics. Feel free to add additional topics to the list.

	Topic	Very Interested	Some Interest	Not Sure	Little Interest	No Interest
46	Teambuilding with teachers not in the immersion project.	○	○	○	○	○
47	Advanced language instruction.	○	○	○	○	○
48	Interpersonal skills.	○	○	○	○	○

	Topic	Very Interested	Some Interest	Not Sure	Little Interest	No Interest
49	Educational technology for teaching language.	○	○	○	○	○
50	Stress management.	○	○	○	○	○
51	Valuing diversity in the schools.	○	○	○	○	○
52	Policy and procedures in the schools.	○	○	○	○	○
53	Career development/career options for teachers.	○	○	○	○	○
54	Recognizing and helping the student in crisis.	○	○	○	○	○
55	Student suicide.	○	○	○	○	○
56	Drugs in the schools.	○	○	○	○	○
57	Time management.	○	○	○	○	○
59	Sexual/racial/religious discrimination in the schools.	○	○	○	○	○
60	Preparation of teaching materials.	○	○	○	○	○
61	Outcome-based language education.	○	○	○	○	○
62	Strategies for teaching content.	○	○	○	○	○
63	Refining the scope of the curriculum.	○	○	○	○	○
64	Refining the sequence of the curriculum.	○	○	○	○	○

	Topic	Very Interested	Some Interest	Not Sure	Little Interest	No Interest
65	Developing multi-cultural, gender fair content and curriculum.	○	○	○	○	○
66	Change management.	○	○	○	○	○
67		○	○	○	○	○
68		○	○	○	○	○
69		○	○	○	○	○
70		○	○	○	○	○

Open Ended Questions: (use the back of this sheet if necessary)

1. What things related to the teaching of Spanish in your school cause you the most concern?

2. What strengths do you see in your school's Spanish program?

3. Is there anything else you feel the consultants should know?

Use this page to write any comments about the survey questions.

Summary of Spanish Teachers Expressed Attitudes, Project Evaluation, and Pre- Post- Measures. Taken from the Second Survey Instrument Spring, 1990

Table 1
Second Survey, Culture Items Ranked by Mean Score.

Item	Mean score	Standard Deviation
21	4.74	0.45
3	4.68	0.48
4	4.42	0.96
42	4.42	0.51
1	4.37	0.60
15	4.32	0.89
24	4.32	0.58
9	4.21	0.63
10	4.21	0.63
14	4.21	0.79
19	4.21	0.54
27	4.17	0.71
30	4.17	0.92
11	4.16	0.77
18	4.16	0.50
26	4.06	0.80
6	4.05	0.54
20	4.05	0.71
40	4.05	0.71
44	4.05	0.41
5	4.00	0.88
22	4.00	1.00
32	4.00	0.84
38	4.00	1.00
12	3.95	0.78
35	3.94	0.42
13	3.90	0.66
41	3.90	0.66
39	3.84	0.83
31	3.61	0.98
33	3.61	0.85
23	3.58	1.07

36	3.56	0.78
28	3.50	0.79
7	3.42	0.90
2	3.37	1.17
37	3.33	1.24
17	3.32	0.89
34	3.17	0.99
8	3.06	1.00
16	3.05	1.27
43	3.05	1.31
25	2.90	1.20
45	2.84	1.07
29	2.50	0.92

Table 2
Evaluation Items Ranked by Mean Score.

Item	Mean score	Standard Deviation
78	4.43	0.65
75	4.36	0.75
73	4.21	0.98
63	4.06	1.96
62	4.05	0.78
59	3.79	0.86
87	3.74	0.73
74	3.71	1.38
48	3.63	0.90
61	3.61	0.85
66	3.53	1.07
79	3.50	1.10
76	3.43	1.28
68	3.42	1.12
80	3.38	1.31
52	3.37	1.01
54	3.37	1.01
85	3.37	0.83
67	3.32	1.06
46	3.26	1.05
47	3.26	1.10
77	3.21	1.25
60	3.21	0.92
81	3.19	1.22
53	3.16	1.02
64	3.16	1.21
88	3.16	1.02
50	3.00	1.00
82	3.00	1.21
55	2.95	1.03
58	2.94	1.06
51	2.84	0.96
89	2.79	1.51
49	2.68	0.89
57	2.68	0.09
65	2.68	0.89
71	2.59	1.06

83	2.44	0.96
70	2.41	0.80
56	2.37	1.01
72	2.37	2.37
69	2.33	0.84
86	2.16	1.07
84	1.83	0.38

Spanish Team Evaluations
Open-Ended Questions
Comments Summary
(n = 19)

1. **What was the most valuable part of this project?**

   Time to meet with teachers at my own school. (9)
   Get new ideas from project staff and other teachers. (6)
   Language practice sessions. (3)
   Team building. (3)
   Half-day workshops. (2)
   Goal setting. (2)
   Translation of science units. (1)
   Project was of little value. (1)

2. **What was the least valuable part of this project?**

   Travel time to the University. (2)
   Team building. (2)
   The follow-up sessions because of time constraints. (2)
   Follow-up sessions because not everyone participated. (1)
   Follow-up sessions because of unclear goals. (1)
   Curriculum workshops. (1)
   First meeting with Helen, too much time on introductions. (1)
   Peer coaching. (1)
   Individual Learning Plan. (1)

3. **What factors fostered your participation?**

   Desire to learn more to help me in the classroom. (6)
   Hoped to improve the Spanish program. (4)
   Available time and/or funding. (3)
   Professional pride. (3)
   We were forced to participate. (1)
   Enjoyed the project staff. (1)
   Convenient location. (1)

4. **What factors hindered your participation?**

   Time constraints due to professional and personal life. (13)
   Lack of clarity regarding project goals. (2)
   Finding child care. (1)

Feeling threatened by the project. (1)
Distance from home to meetings. (1)
Lack of communication from project staff regarding workshops at the University. (1)

5. **What differences do you perceive as a result of this project?**

Better communication and working relationships with team members. (9)
Better understanding of personal goals. (1)
Importance of team building and peer support. (1)
Increased understanding of the school's goals. (1)
None. (1)

6. **If the project were to be continued, what components should be included?**

Update curriculum and materials. (8)
Language practice sessions. (7)
Time to meet with teachers from other schools. (2)
More translations. (2)
More team building sessions. (2)
Include current research and new strategies. (1)
Set aside time during the day for the Spanish team to meet. (1)
Follow-up meetings. (1)
Student testing. (1)
Don't want to continue. (1)

7. **If the project were to be continued, what other changes should be made?**

More advanced notice of meetings. (2)
Get the students involved. (1)
Have the meetings during school hours. (1)
More curriculum planning. (1)
Appoint a coordinator at the school. (1)
More interaction with other staff (1)

8. **Did you complete a translation for which you were paid during the project?** Yes 5 No 12 **If no, why not?**

Not time available. (9)
Not aware of it. (3)
Pay was late in arriving. (1)
Translations for my grade were already completed. (1)

Should there have been more opportunities for translations?
Yes 4 No 6 Please explain your response.

Don't know what was needed. (3)
Don't just translate, but do more creative lessons. (3)
I don't use them so I don't benefit. (1)
No time. (1)
Like more time during the summer. (1)
Not interested. (1)
I wouldn't do it again because I wouldn't get paid. (1)
Translations are not of value. (1)

9. Overall, did your students benefit from the project?
Yes 12 No 3 Please elaborate.

Received good ideas from other teachers. (5)
Better communication between teachers. (2)
Not sure. (2)
I gained confidence. (1)
Seemed unfocused. (1)
No. (1)
My attitude improved and this is reflected in my teaching. (1)

10. Any other comments.

Want more information on technology and teaching foreign language. (1)
Had to wait too long for pay. (1)
Have the teachers involved in making decisions about how to spend the grant money. (1)
All teachers need to participate. (1)
Need more materials. (1)
Thank you, it was worthwhile. (2)

Table 3
Evaluation Matrix for post-project survey.

	Overall	Jefferson	Ramsey	Webster
Cooperation	3.89	3.70	4.04	3.96
Communication	3.17	3.60	2.68	3.24
Feel Valued	4.23	4.02	4.33	4.40
Supervision	3.53	3.60	3.33	3.70
Lang. Skills	3.84	3.76	3.83	3.97
Morale	4.05	3.76	3.97	4.56
Involvement	3.15	3.13	3.36	2.90
Support	2.84	3.07	2.71	2.70
Workshop	3.53	3.03	3.86	3.78
Follow-up	3.22	3.06	4.00	2.36
Peer Coach	2.44	2.19	2.57	2.53
Lang. Pract.	3.89	3.77	4.28	3.33
ILP	3.10	3.23	3.20	2.84
Curriculum	3.04	3.23	3.06	2.76

Table 4
Evaluation matrix pre- and post- for each school.

	Overall-pretest	Overall-posttest
Cooperation	3.94	3.89
Communication	3.12	3.17
Feel Valued	4.17	4.23
Supervision	3.64	3.53
Lang. Skills	3.86	3.84
Morale	4.09	4.05
	Jefferson-pretest	Jefferson-posttest
Cooperation	3.99	3.70
Communication	3.52	3.60
Feel Valued	4.09	4.02
Supervision	4.17	3.60
Lang. Skills	3.79	3.76
Morale	4.08	3.76
	Ramsey-pretest	Ramsey-posttest
Cooperation	3.82	4.04
Communication	2.83	2.68
Feel Valued	4.04	4.33
Supervision	3.28	3.33
Lang. Skills	3.90	3.83
Morale	3.87	3.97
	Webster-pretest	Webster-posttest
Cooperation	4.17	3.96
Communication	3.31	3.24
Feel Valued	4.54	4.40
Supervision	3.86	3.70
Lang. Skills	3.86	3.97
Morale	4.61	4.56

Table 5
Descriptive Statistics, all data, post-project

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Summary of each item in the Spanish Teachers Follow-up (Post-) Survey
All scores have been corrected for polarity,   5=high, 1=low.
 TOTAL OBSERVATIONS:   19   All data

                              Categorical Items F(1-45)

                      F(1)        F(2)        F(3)        F(4)        F(5)


   N OF CASES           19          19          19          19          19
   MINIMUM           3.000       1.000       4.000       1.000       2.000
   MAXIMUM           5.000       5.000       5.000       5.000       5.000
   MEAN              4.368       3.368       4.684       4.421       4.000
   STANDARD DEV      0.597       1.165       0.478       0.961       0.882


                      F(6)        F(7)        F(8)        F(9)        F(10)


   N OF CASES           19          19          19          18          19
   MINIMUM           3.000       2.000       2.000       1.000       3.000
   MAXIMUM           5.000       5.000       5.000       4.000       5.000
   MEAN              4.053       3.421       4.105       3.056       4.211
   STANDARD DEV      0.524       0.902       0.809       0.998       0.631


                      F(11)       F(12)       F(13)       F(14)       F(15)


   N OF CASES           19          19          19          19          19
   MINIMUM           2.000       1.000       2.000       2.000       2.000
   MAXIMUM           5.000       5.000       5.000       5.000       5.000
   MEAN              4.158       3.947       3.895       4.211       4.316
   STANDARD DEV      0.765       0.780       0.658       0.787       0.885


                      F(16)       F(17)       F(18)       F(19)       F(20)


   N OF CASES           19          19          19          19          19
   MINIMUM           1.000       2.000       3.000       3.000       2.000
   MAXIMUM           5.000       4.000       5.000       5.000       5.000
   MEAN              3.053       3.316       4.158       4.211       4.053
   STANDARD DEV      1.268       0.885       0.501       0.535       0.705


                      F(21)       F(22)       F(23)       F(24)       F(25)


   N OF CASES           19          19          19          19          19
   MINIMUM           4.000       2.000       2.000       3.000       1.000
   MAXIMUM           5.000       5.000       5.000       5.000       5.000
   MEAN              4.737       4.000       3.579       4.316       2.895
   STANDARD DEV      0.452       1.000       1.071       0.582       1.197
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                       F(26)      F(27)      F(28)      F(29)      F(30)


N OF CASES                18         18         18         18         18
MINIMUM                3.000      2.000      2.000      1.000      2.000
MAXIMUM                5.000      5.000      4.000      4.000      5.000
MEAN                   4.056      4.167      3.500      2.500      4.167
STANDARD DEV           0.802      0.707      0.786      0.924      0.924

                       F(31)      F(32)      F(33)      F(34)      F(35)


N OF CASES                18         18         18         18         18
MINIMUM                2.000      2.000      2.000      2.000      3.000
MAXIMUM                5.000      5.000      5.000      5.000      5.000
MEAN                   3.611      4.000      3.611      3.167      3.944
STANDARD DEV           0.979      0.840      0.850      0.985      0.416


                       F(36)      F(37)      F(38)      F(39)      F(40)


N OF CASES                18         18         19         19         19
MINIMUM                1.000      1.000      2.000      2.000      2.000
MAXIMUM                4.000      5.000      5.000      5.000      5.000
MEAN                   3.556      3.333      4.000      3.842      4.053
STANDARD DEV           0.784      1.237      1.000      0.834      0.705


                       F(41)      F(42)      F(43)      F(44)      F(45)


N OF CASES                19         19         19         19         19
MINIMUM                2.000      4.000      1.000      3.000      1.000
MAXIMUM                5.000      5.000      5.000      5.000      4.000
MEAN                   3.895      4.421      3.053      4.053      2.842
STANDARD DEV           0.658      0.507      1.311      0.405      1.068
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Project Evaluation Questions F(46-89)

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                       F(46)      F(47)      F(48)      F(49)      F(50)


N OF CASES                19         19         19         19         19
MINIMUM                2.000      2.000      2.000      2.000      2.000
MAXIMUM                5.000      5.000      5.000      4.000      5.000
MEAN                   3.263      3.263      3.632      2.684      3.000
STANDARD DEV           1.046      1.098      0.895      0.885      1.000

                       F(51)      F(52)      F(53)      F(54)      F(55)


N OF CASES                19         19         19         19         19
MINIMUM                1.000      2.000      1.000      1.000      1.000
MAXIMUM                4.000      5.000      5.000      5.000      4.000
MEAN                   2.842      3.368      3.158      3.368      2.947
STANDARD DEV           0.958      1.012      1.015      1.012      1.026
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                      F(56)       F(57)       F(58)       F(59)       F(60)


N OF CASES               19          19          18          19          19
MINIMUM               1.000       1.000       1.000       2.000       2.000
MAXIMUM               5.000       5.000       5.000       5.000       5.000
MEAN                  2.368       2.684       2.944       3.789       3.211
STANDARD DEV          1.012       0.946       1.056       0.855       0.918

                      F(61)       F(62)       F(63)       F(64)       F(65)


N OF CASES               18          19          18          19          19
MINIMUM               1.000       2.000       0.000       1.000       1.000
MAXIMUM               5.000       5.000       7.000       5.000       4.000
MEAN                  3.611       4.053       4.056       3.158       2.684
STANDARD DEV          0.850       0.780       1.955       1.214       0.885

                      F(66)       F(67)       F(68)       F(69)       F(70)


N OF CASES               19          19          19          18          17
MINIMUM               2.000       2.000       1.000       1.000       1.000
MAXIMUM               5.000       5.000       5.000       4.000       4.000
MEAN                  3.526       3.316       3.421       2.333       2.412
STANDARD DEV          1.073       1.057       1.121       0.840       0.795

                      F(71)       F(72)       F(73)       F(74)       F(75)


N OF CASES               17          19          14          14          14
MINIMUM               1.000       0.000       2.000       1.000       3.000
MAXIMUM               4.000       7.000       5.000       5.000       5.000
MEAN                  2.588       2.368       4.214       3.714       4.357
STANDARD DEV          1.064       2.362       0.975       1.383       0.745

                      F(76)       F(77)       F(78)       F(79)       F(80)


N OF CASES               14          14          14          16          16
MINIMUM               1.000       1.000       3.000       1.000       1.000
MAXIMUM               5.000       5.000       5.000       5.000       5.000
MEAN                  3.429       3.214       4.429       3.500       3.375
STANDARD DEV          1.284       1.251       0.646       1.095       1.310

                      F(81)       F(82)       F(83)       F(84)       F(85)


N OF CASES               16          16          16          18          19
MINIMUM               1.000       1.000       1.000       1.000       2.000
MAXIMUM               5.000       5.000       4.000       2.000       4.000
MEAN                  3.188       3.000       2.438       1.833       3.368
STANDARD DEV          1.223       1.211       0.964       0.383       0.831
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                     F(86)       F(87)       F(88)       F(89)


N OF CASES              19          19          19          19
MINIMUM              0.000       2.000       1.000       1.000
MAXIMUM              4.000       5.000       5.000       5.000
MEAN                 2.158       3.737       3.158       2.789
STANDARD DEV         1.068       0.733       1.015       1.512
```

Table 6

Summary of each item in the Spanish Teachers Follow-up (Post-) Survey
All scores have been corrected for polarity,   5=high, 1=low.

```
 THE FOLLOWING RESULTS ARE FOR:
           SCHOOL     = Jefferson


 TOTAL OBSERVATIONS:     7


                       F(1)       F(2)       F(3)       F(4)       F(5)


   N OF CASES             7          7          7          7          7
   MINIMUM            4.000      4.000      4.000      1.000      3.000
   MAXIMUM            5.000      5.000      5.000      5.000      5.000
   MEAN               4.429      4.286      4.429      4.000      4.143
   STANDARD DEV       0.535      0.488      0.535      1.414      0.690


                       F(6)       F(7)       F(8)       F(9)      F(10)


   N OF CASES             7          7          7          7          7
   MINIMUM            3.000      2.000      2.000      2.000      3.000
   MAXIMUM            5.000      5.000      5.000      4.000      5.000
   MEAN               4.143      3.286      3.857      3.286      4.143
   STANDARD DEV       0.690      0.951      1.069      0.951      0.690


                      F(11)      F(12)      F(13)      F(14)      F(15)


   N OF CASES             7          7          7          7          7
   MINIMUM            2.000      1.000      4.000      2.000      2.000
   MAXIMUM            5.000      5.000      5.000      4.000      5.000
   MEAN               3.857      3.714      4.143      3.571      3.857
   STANDARD DEV       1.069      1.254      0.378      0.787      1.069


                      F(16)      F(17)      F(18)      F(19)      F(20)


   N OF CASES             7          7          7          7          7
   MINIMUM            2.000      2.000      3.000      3.000      3.000
   MAXIMUM            5.000      4.000      5.000      5.000      5.000
   MEAN               3.714      3.429      4.143      4.000      4.000
   STANDARD DEV       1.254      0.787      0.690      0.577      0.577


                      F(21)      F(22)      F(23)      F(24)      F(25)


   N OF CASES             7          7          7          7          7
   MINIMUM            4.000      2.000      2.000      3.000      1.000
   MAXIMUM            5.000      5.000      4.000      5.000      5.000
   MEAN               4.571      3.857      3.429      4.000      2.714
   STANDARD DEV       0.535      0.900      0.787      0.577      1.254
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                        F(26)       F(27)       F(28)       F(29)       F(30)


N OF CASES                  7           7           7           7           7
MINIMUM                 3.000       2.000       2.000       2.000       2.000
MAXIMUM                 5.000       5.000       4.000       4.000       5.000
MEAN                    3.857       3.857       3.429       3.000       4.143
STANDARD DEV            0.900       0.900       0.787       1.000       1.069

                        F(31)       F(32)       F(33)       F(34)       F(35)


N OF CASES                  7           7           7           7           7
MINIMUM                 2.000       2.000       2.000       3.000       3.000
MAXIMUM                 4.000       5.000       4.000       5.000       4.000
MEAN                    3.571       3.714       3.143       3.857       3.714
STANDARD DEV            0.787       1.113       0.900       0.690       0.488

                        F(36)       F(37)       F(38)       F(39)       F(40)


N OF CASES                  7           7           7           7           7
MINIMUM                 3.000       2.000       2.000       2.000       2.000
MAXIMUM                 4.000       5.000       5.000       5.000       4.000
MEAN                    3.571       3.429       3.286       3.571       3.571
STANDARD DEV            0.535       1.134       1.113       1.272       0.787

                        F(41)       F(42)       F(43)       F(44)       F(45)


N OF CASES                  7           7           7           7           7
MINIMUM                 3.000       4.000       1.000       3.000       2.000
MAXIMUM                 4.000       5.000       4.000       4.000       4.000
MEAN                    3.714       4.429       2.857       3.857       3.143
STANDARD DEV            0.488       0.535       1.215       0.378       0.900

                        F(46)       F(47)       F(48)       F(49)       F(50)


N OF CASES                  7           7           7           7           7
MINIMUM                 2.000       2.000       2.000       2.000       2.000
MAXIMUM                 4.000       4.000       4.000       4.000       5.000
MEAN                    3.143       2.857       3.714       2.714       3.000
STANDARD DEV            0.900       0.900       0.756       0.951       1.155

                        F(51)       F(52)       F(53)       F(54)       F(55)


N OF CASES                  7           7           7           7           7
MINIMUM                 1.000       2.000       1.000       1.000       2.000
MAXIMUM                 4.000       5.000       5.000       5.000       4.000
MEAN                    2.714       3.429       3.429       3.286       3.143
STANDARD DEV            1.113       1.134       1.272       1.380       0.900
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                     F(56)       F(57)       F(58)       F(59)       F(60)


N OF CASES               7           7           7           7           7
MINIMUM              1.000       1.000       1.000       2.000       2.000
MAXIMUM              5.000       5.000       3.000       4.000       3.000
MEAN                 2.571       3.286       2.143       3.571       2.571
STANDARD DEV         1.397       1.254       0.690       0.787       0.535

                     F(61)       F(62)       F(63)       F(64)       F(65)


N OF CASES               7           7           6           7           7
MINIMUM              1.000       2.000       2.000       1.000       1.000
MAXIMUM              4.000       5.000       6.000       4.000       3.000
MEAN                 3.143       3.714       4.833       3.000       2.286
STANDARD DEV         1.069       0.951       1.602       1.155       0.756

                     F(66)       F(67)       F(68)       F(69)       F(70)


N OF CASES               7           7           7           6           5
MINIMUM              2.000       2.000       1.000       2.000       2.000
MAXIMUM              4.000       4.000       4.000       4.000       3.000
MEAN                 3.571       3.286       3.143       2.500       2.200
STANDARD DEV         0.787       0.951       1.069       0.837       0.447

                     F(71)       F(72)       F(73)       F(74)       F(75)


N OF CASES               5           7           5           5           5
MINIMUM              1.000       0.000       4.000       2.000       3.000
MAXIMUM              2.000       4.000       5.000       5.000       5.000
MEAN                 1.800       1.714       4.200       3.400       4.200
STANDARD DEV         0.447       1.704       0.447       1.140       0.837

                     F(76)       F(77)       F(78)       F(79)       F(80)


N OF CASES               5           5           5           6           6
MINIMUM              2.000       2.000       4.000       3.000       1.000
MAXIMUM              5.000       5.000       5.000       5.000       5.000
MEAN                 3.400       3.000       4.400       3.833       3.667
STANDARD DEV         1.140       1.225       0.548       0.753       1.366

                     F(81)       F(82)       F(83)       F(84)       F(85)


N OF CASES               6           6           6           7           7
MINIMUM              2.000       2.000       2.000       2.000       2.000
MAXIMUM              5.000       5.000       4.000       2.000       4.000
MEAN                 3.167       3.167       2.333       2.000       3.571
STANDARD DEV         1.169       1.329       0.816       0.000       0.787
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                         F(86)       F(87)       F(88)       F(89)


 N OF CASES                  7           7           7           7
 MINIMUM                 1.000       4.000       2.000       1.000
 MAXIMUM                 4.000       5.000       5.000       5.000
 MEAN                    2.429       4.143       3.286       2.714
 STANDARD DEV            0.976       0.378       0.951       1.604
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Table 7
Summary of each item in the Spanish Teachers Follow-up (Post-) Survey
All scores have been corrected for polarity, 5=high, 1=low.

```
 THE FOLLOWING RESULTS ARE FOR:
           SCHOOL     = Ramsey

 TOTAL OBSERVATIONS:     7

                      F(1)       F(2)       F(3)       F(4)       F(5)

   N OF CASES            7          7          7          7          7
   MINIMUM           4.000      1.000      5.000      4.000      2.000
   MAXIMUM           5.000      3.000      5.000      5.000      5.000
   MEAN              4.429      2.143      5.000      4.714      4.143
   STANDARD DEV      0.535      0.900      0.000      0.488      1.069

                      F(6)       F(7)       F(8)       F(9)       F(10)

   N OF CASES            7          7          7          7          7
   MINIMUM           3.000      3.000      3.000      1.000      3.000
   MAXIMUM           4.000      5.000      5.000      4.000      5.000
   MEAN              3.857      3.429      4.143      2.429      4.000
   STANDARD DEV      0.378      0.787      0.690      0.976      0.577

                      F(11)      F(12)      F(13)      F(14)      F(15)

   N OF CASES            7          7          7          7          7
   MINIMUM           4.000      4.000      2.000      4.000      3.000
   MAXIMUM           5.000      5.000      4.000      5.000      5.000
   MEAN              4.286      4.143      3.571      4.714      4.429
   STANDARD DEV      0.488      0.378      0.787      0.488      0.787

                      F(16)      F(17)      F(18)      F(19)      F(20)

   N OF CASES            7          7          7          7          7
   MINIMUM           1.000      2.000      4.000      4.000      4.000
   MAXIMUM           4.000      4.000      5.000      5.000      5.000
   MEAN              2.429      3.000      4.143      4.286      4.429
   STANDARD DEV      1.272      1.000      0.378      0.488      0.535

                      F(21)      F(22)      F(23)      F(24)      F(25)

   N OF CASES            7          7          7          7          7
   MINIMUM           4.000      2.000      2.000      4.000      1.000
   MAXIMUM           5.000      5.000      5.000      5.000      4.000
   MEAN              4.857      4.000      3.571      4.571      2.714
   STANDARD DEV      0.378      1.291      1.272      0.535      1.113
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                            F(26)       F(27)       F(28)       F(29)       F(30)


N OF CASES                      6           6           6           6           6
MINIMUM                     3.000       4.000       2.000       1.000       2.000
MAXIMUM                     5.000       5.000       4.000       4.000       5.000
MEAN                        3.833       4.333       3.667       2.167       3.833
STANDARD DEV                0.753       0.516       0.816       0.983       0.983

                            F(31)       F(32)       F(33)       F(34)       F(35)


N OF CASES                      6           6           6           6           6
MINIMUM                     2.000       3.000       2.000       2.000       4.000
MAXIMUM                     5.000       5.000       4.000       3.000       5.000
MEAN                        3.500       4.000       3.667       2.167       4.167
STANDARD DEV                1.049       0.632       0.816       0.408       0.408

                            F(36)       F(37)       F(38)       F(39)       F(40)


N OF CASES                      6           6           7           7           7
MINIMUM                     1.000       1.000       3.000       3.000       4.000
MAXIMUM                     4.000       4.000       5.000       5.000       5.000
MEAN                        3.333       3.167       4.143       4.000       4.429
STANDARD DEV                1.211       1.329       0.690       0.577       0.535

                            F(41)       F(42)       F(43)       F(44)       F(45)


N OF CASES                      7           7           7           7           7
MINIMUM                     2.000       4.000       1.000       4.000       1.000
MAXIMUM                     5.000       5.000       4.000       5.000       4.000
MEAN                        3.857       4.429       2.429       4.143       2.571
STANDARD DEV                0.900       0.535       1.272       0.378       1.272

                            F(46)       F(47)       F(48)       F(49)       F(50)


N OF CASES                      7           7           7           7           7
MINIMUM                     2.000       2.000       2.000       2.000       2.000
MAXIMUM                     5.000       5.000       5.000       4.000       4.000
MEAN                        3.571       3.714       3.857       2.857       3.143
STANDARD DEV                0.976       1.113       0.900       0.900       0.900

                            F(51)       F(52)       F(53)       F(54)       F(55)


N OF CASES                      7           7           7           7           7
MINIMUM                     2.000       2.000       2.000       2.000       1.000
MAXIMUM                     4.000       5.000       4.000       4.000       4.000
MEAN                        3.143       3.571       3.000       3.429       2.857
STANDARD DEV                0.900       0.976       0.816       0.787       1.215
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                      F(56)      F(57)      F(58)      F(59)      F(60)


 N OF CASES               7          7          7          7          7
 MINIMUM              1.000      2.000      2.000      3.000      3.000
 MAXIMUM              3.000      3.000      5.000      5.000      5.000
 MEAN                 2.143      2.429      3.143      4.143      3.857
 STANDARD DEV         0.690      0.535      1.069      0.900      0.690


                      F(61)      F(62)      F(63)      F(64)      F(65)


 N OF CASES               7          7          7          7          7
 MINIMUM              3.000      3.000      0.000      3.000      2.000
 MAXIMUM              5.000      5.000      7.000      5.000      4.000
 MEAN                 3.857      4.286      4.571      4.143      3.429
 STANDARD DEV         0.690      0.756      2.225      0.900      0.787


                      F(66)      F(67)      F(68)      F(69)      F(70)


 N OF CASES               7          7          7          7          7
 MINIMUM              3.000      3.000      3.000      1.000      1.000
 MAXIMUM              5.000      5.000      5.000      4.000      4.000
 MEAN                 4.286      4.000      4.143      2.429      2.857
 STANDARD DEV         0.756      0.816      0.900      1.134      1.069


                      F(71)      F(72)      F(73)      F(74)      F(75)


 N OF CASES               7          7          6          6          6
 MINIMUM              1.000      0.000      3.000      3.000      3.000
 MAXIMUM              4.000      7.000      5.000      5.000      5.000
 MEAN                 2.429      3.571      4.667      4.500      4.500
 STANDARD DEV         0.976      2.878      0.816      0.837      0.837


                      F(76)      F(77)      F(78)      F(79)      F(80)


 N OF CASES               6          6          6          5          5
 MINIMUM              3.000      3.000      3.000      2.000      2.000
 MAXIMUM              5.000      5.000      5.000      5.000      5.000
 MEAN                 3.833      3.667      4.500      3.600      3.400
 STANDARD DEV         0.983      0.816      0.837      1.140      1.342


                      F(81)      F(82)      F(83)      F(84)      F(85)


 N OF CASES               5          5          5          6          7
 MINIMUM              2.000      2.000      2.000      2.000      2.000
 MAXIMUM              5.000      4.000      4.000      2.000      4.000
 MEAN                 3.400      2.800      2.800      2.000      3.429
 STANDARD DEV         1.342      1.095      1.095      0.000      0.787
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                          F(86)       F(87)       F(88)       F(89)


 N OF CASES                   7           7           7           7
 MINIMUM                  0.000       3.000       2.000       1.000
 MAXIMUM                  4.000       4.000       4.000       5.000
 MEAN                     1.857       3.714       3.429       2.857
 STANDARD DEV             1.215       0.488       0.787       1.574
```

Table 8

Summary of each item in the Spanish Teachers Follow-up (Post-) Survey
All scores have been corrected for polarity,   5=high, 1=low.

```
 THE FOLLOWING RESULTS ARE FOR:
           SCHOOL     = Webster


 TOTAL OBSERVATIONS:    5


                      F(1)        F(2)        F(3)        F(4)        F(5)


   N OF CASES            5           5           5           5           5
   MINIMUM           3.000       3.000       4.000       4.000       2.000
   MAXIMUM           5.000       4.000       5.000       5.000       4.000
   MEAN              4.200       3.800       4.600       4.600       3.600
   STANDARD DEV      0.837       0.447       0.548       0.548       0.894

                      F(6)        F(7)        F(8)        F(9)        F(10)


   N OF CASES            5           5           5           4           5
   MINIMUM           4.000       2.000       4.000       3.000       4.000
   MAXIMUM           5.000       5.000       5.000       4.000       5.000
   MEAN              4.200       3.600       4.400       3.750       4.600
   STANDARD DEV      0.447       1.140       0.548       0.500       0.548

                      F(11)       F(12)       F(13)       F(14)       F(15)


   N OF CASES            5           5           5           5           5
   MINIMUM           4.000       4.000       3.000       4.000       4.000
   MAXIMUM           5.000       4.000       5.000       5.000       5.000
   MEAN              4.400       4.000       4.000       4.400       4.800
   STANDARD DEV      0.548       0.000       0.707       0.548       0.447

                      F(16)       F(17)       F(18)       F(19)       F(20)


   N OF CASES            5           5           5           5           5
   MINIMUM           2.000       2.000       4.000       4.000       2.000
   MAXIMUM           4.000       4.000       5.000       5.000       4.000
   MEAN              3.000       3.600       4.200       4.400       3.600
   STANDARD DEV      1.000       0.894       0.447       0.548       0.894

                      F(21)       F(22)       F(23)       F(24)       F(25)


   N OF CASES            5           5           5           5           5
   MINIMUM           4.000       3.000       2.000       4.000       2.000
   MAXIMUM           5.000       5.000       5.000       5.000       5.000
   MEAN              4.800       4.200       3.800       4.400       3.400
   STANDARD DEV      0.447       0.837       1.304       0.548       1.342
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                         F(26)       F(27)       F(28)       F(29)       F(30)


N OF CASES                   5           5           5           5           5
MINIMUM                  4.000       4.000       2.000       2.000       4.000
MAXIMUM                  5.000       5.000       4.000       3.000       5.000
MEAN                     4.600       4.400       3.400       2.200       4.600
STANDARD DEV             0.548       0.548       0.894       0.447       0.548

                         F(31)       F(32)       F(33)       F(34)       F(35)


N OF CASES                   5           5           5           5           5
MINIMUM                  2.000       4.000       4.000       2.000       4.000
MAXIMUM                  5.000       5.000       5.000       4.000       4.000
MEAN                     3.800       4.400       4.200       3.400       4.000
STANDARD DEV             1.304       0.548       0.447       0.894       0.000

                         F(36)       F(37)       F(38)       F(39)       F(40)


N OF CASES                   5           5           5           5           5
MINIMUM                  3.000       2.000       4.000       4.000       4.000
MAXIMUM                  4.000       5.000       5.000       4.000       5.000
MEAN                     3.800       3.400       4.800       4.000       4.200
STANDARD DEV             0.447       1.517       0.447       0.000       0.447

                         F(41)       F(42)       F(43)       F(44)       F(45)


N OF CASES                   5           5           5           5           5
MINIMUM                  4.000       4.000       3.000       4.000       2.000
MAXIMUM                  5.000       5.000       5.000       5.000       4.000
MEAN                     4.200       4.400       4.200       4.200       2.800
STANDARD DEV             0.447       0.548       0.837       0.447       1.095

                         F(46)       F(47)       F(48)       F(49)       F(50)


N OF CASES                   5           5           5           5           5
MINIMUM                  2.000       2.000       2.000       2.000       2.000
MAXIMUM                  5.000       5.000       4.000       4.000       4.000
MEAN                     3.000       3.200       3.200       2.400       2.800
STANDARD DEV             1.414       1.304       1.095       0.894       1.095

                         F(51)       F(52)       F(53)       F(54)       F(55)


N OF CASES                   5           5           5           5           5
MINIMUM                  2.000       2.000       2.000       2.000       2.000
MAXIMUM                  4.000       4.000       4.000       4.000       4.000
MEAN                     2.600       3.000       3.000       3.400       2.800
STANDARD DEV             0.894       1.000       1.000       0.894       1.095
```

```
                  F(56)     F(57)     F(58)     F(59)     F(60)


N OF CASES            5         5         4         5         5
MINIMUM           1.000     2.000     4.000     2.000     2.000
MAXIMUM           3.000     3.000     4.000     4.000     4.000
MEAN              2.400     2.200     4.000     3.600     3.200
STANDARD DEV      0.894     0.447     0.000     0.894     1.095


                  F(61)     F(62)     F(63)     F(64)     F(65)


N OF CASES            4         5         5         5         5
MINIMUM           4.000     4.000     2.000     2.000     2.000
MAXIMUM           4.000     5.000     4.000     2.000     3.000
MEAN              4.000     4.200     2.400     2.000     2.200
STANDARD DEV      0.000     0.447     0.894     0.000     0.447


                  F(66)     F(67)     F(68)     F(69)     F(70)


N OF CASES            5         5         5         5         5
MINIMUM           2.000     2.000     2.000     2.000     2.000
MAXIMUM           4.000     4.000     4.000     2.000     2.000
MEAN              2.400     2.400     2.800     2.000     2.000
STANDARD DEV      0.894     0.894     1.095     0.000     0.000


                  F(71)     F(72)     F(73)     F(74)     F(75)


N OF CASES            5         5         3         3         3
MINIMUM           2.000     0.000     2.000     1.000     4.000
MAXIMUM           4.000     5.000     5.000     5.000     5.000
MEAN              3.600     1.600     3.333     2.667     4.333
STANDARD DEV      0.894     2.074     1.528     2.082     0.577


                  F(76)     F(77)     F(78)     F(79)     F(80)


N OF CASES            3         3         3         5         5
MINIMUM           1.000     1.000     4.000     1.000     1.000
MAXIMUM           5.000     5.000     5.000     4.000     4.000
MEAN              2.667     2.667     4.333     3.000     3.000
STANDARD DEV      2.082     2.082     0.577     1.414     1.414


                  F(81)     F(82)     F(83)     F(84)     F(85)


N OF CASES            5         5         5         5         5
MINIMUM           1.000     1.000     1.000     1.000     2.000
MAXIMUM           4.000     4.000     4.000     2.000     4.000
MEAN              3.000     3.000     2.200     1.400     3.000
STANDARD DEV      1.414     1.414     1.095     0.548     1.000
```

```
                      F(86)       F(87)       F(88)       F(89)


N OF CASES        .       5           5           5           5
MINIMUM               1.000       2.000       1.000       1.000
MAXIMUM               4.000       4.000       4.000       5.000
MEAN                  2.200       3.200       2.600       2.800
STANDARD DEV          1.095       1.095       1.342       1.643
```

Table 9
Spanish Project Follow-up (post-) survey.

Frequency and percent response for each item.
1=low, 5=high, . indicates missing data

TABLE OF VALUES FOR F(1)
FREQUENCIES

response	3	4	5	TOTAL
	1	10	8	19

TABLE OF VALUES FOR F(1)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

3	4	5	TOTAL
5.26	52.63	42.11	100.00

TABLE OF VALUES FOR F(2)
FREQUENCIES

1	2	3	4	5	TOTAL
2	2	4	9	2	19

TABLE OF VALUES FOR F(2)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

1	2	3	4	5	TOTAL
10.53	10.53	21.05	47.37	10.53	100.00

```
TABLE OF VALUES FOR         F(3)
 FREQUENCIES


                  4           5     TOTAL
           +-------------------------+
           |      6          13      |    19
           +-------------------------+


 TABLE OF VALUES FOR         F(3)
 PERCENTS OF TOTAL OF THIS (SUB)TABLE


                  4           5     TOTAL
           +-------------------------+
           |  31.58       68.42      |  100.00
           +-------------------------+


 TABLE OF VALUES FOR         F(4)
 FREQUENCIES


                  1           4           5     TOTAL
           +-------------------------------------+
           |      1           7          11      |    19
           +-------------------------------------+


 TABLE OF VALUES FOR         F(4)
 PERCENTS OF TOTAL OF THIS (SUB)TABLE


                  1           4           5     TOTAL
           +-------------------------------------+
           |   5.26       36.84       57.89      |  100.00
           +-------------------------------------+


 TABLE OF VALUES FOR         F(5)
 FREQUENCIES


                  2           3           4           5     TOTAL
           +-------------------------------------------------+
           |      2           1          11           5      |    19
           +-------------------------------------------------+


 TABLE OF VALUES FOR         F(5)
 PERCENTS OF TOTAL OF THIS (SUB)TABLE


                  2           3           4           5     TOTAL
           +-------------------------------------------------+
           |  10.53        5.26       57.89       26.32      |  100.00
           +-------------------------------------------------+
```

TABLE OF VALUES FOR F(6)
FREQUENCIES

3	4	5	TOTAL
2	14	3	19

TABLE OF VALUES FOR F(6)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

3	4	5	TOTAL
10.53	73.68	15.79	100.00

TABLE OF VALUES FOR F(7)
FREQUENCIES

2	3	4	5	TOTAL
2	10	4	3	19

TABLE OF VALUES FOR F(7)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

2	3	4	5	TOTAL
10.53	52.63	21.05	15.79	100.00

TABLE OF VALUES FOR F(8)
FREQUENCIES

2	3	4	5	TOTAL
1	2	10	6	19

TABLE OF VALUES FOR F(8)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

2	3	4	5	TOTAL
5.26	10.53	52.63	31.58	100.00

```
TABLE OF VALUES FOR        F(9)
FREQUENCIES

                   .          1          2          3          4     TOTAL
              +-------------------------------------------------------+
              |    1          1          5          4          8      |   19
              +-------------------------------------------------------+


TABLE OF VALUES FOR        F(9)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

                   .          1          2          3          4     TOTAL
              +-------------------------------------------------------+
              | 5.26       5.26      26.32      21.05      42.11      |  100.00
              +-------------------------------------------------------+


TABLE OF VALUES FOR        F(10)
FREQUENCIES

                   3          4          5    TOTAL
              +----------------------------------+
              |    2         11          6       |   19
              +----------------------------------+


TABLE OF VALUES FOR        F(10)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

                   3          4          5    TOTAL
              +----------------------------------+
              |10.53      57.89      31.58       |  100.00
              +----------------------------------+


TABLE OF VALUES FOR        F(11)
FREQUENCIES

                   2          3          4          5     TOTAL
              +---------------------------------------------+
              |    1          1         11          6       |   19
              +---------------------------------------------+


TABLE OF VALUES FOR        F(11)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

                   2          3          4          5     TOTAL
              +---------------------------------------------+
              | 5.26       5.26      57.89      31.58       |  100.00
              +---------------------------------------------+
TABLE OF VALUES FOR        F(12)
FREQUENCIES


                 1           4           5    TOTAL
         ----------------------------------
        |        1          16           2|     19
         ----------------------------------


TABLE OF VALUES FOR        F(12)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 1           4           5    TOTAL
         ----------------------------------
        |     5.26       84.21       10.53|  100.00
         ----------------------------------


TABLE OF VALUES FOR        F(13)
FREQUENCIES


                 2           3           4           5    TOTAL
         ----------------------------------------------
        |        1           2          14           2|     19
         ----------------------------------------------


TABLE OF VALUES FOR        F(13)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 2           3           4           5    TOTAL
         ----------------------------------------------
        |     5.26       10.53       73.68       10.53|  100.00
         ----------------------------------------------


TABLE OF VALUES FOR        F(14)
FREQUENCIES


                 2           3           4           5    TOTAL
         ----------------------------------------------
        |        1           1          10           7|     19
         ----------------------------------------------


TABLE OF VALUES FOR        F(14)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 2           3           4           5    TOTAL
         ----------------------------------------------
        |     5.26        5.26       52.63       36.84|  100.00
         ----------------------------------------------
```

```
TABLE OF VALUES FOR        F(15)
FREQUENCIES


                 2          3          4          5     TOTAL

                 1          2          6         10        19


TABLE OF VALUES FOR        F(15)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 2          3          4          5     TOTAL

              5.26      10.53      31.58      52.63    100.00


TABLE OF VALUES FOR        F(16)
FREQUENCIES


                 1          2          3          4          5     TOTAL

                 2          6          2          7          2        19


TABLE OF VALUES FOR        F(16)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 1          2          3          4          5     TOTAL

             10.53      31.58      10.53      36.84      10.53    100.00


TABLE OF VALUES FOR        F(17)
FREQUENCIES


                 2          3          4     TOTAL

                 5          3         11        19


TABLE OF VALUES FOR        F(17)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 2          3          4     TOTAL

             26.32      15.79      57.89    100.00
```

```
TABLE OF VALUES FOR        F(18)
FREQUENCIES


                 3          4          5     TOTAL
           +---------------------------------+
           |     1         14          4     |    19
           +---------------------------------+


TABLE OF VALUES FOR        F(18)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 3          4          5     TOTAL
           +---------------------------------+
           |  5.26      73.68      21.05     |100.00
           +---------------------------------+


TABLE OF VALUES FOR        F(19)
FREQUENCIES


                 3          4          5     TOTAL
           +---------------------------------+
           |     1         13          5     |    19
           +---------------------------------+


TABLE OF VALUES FOR        F(19)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 3          4          5     TOTAL
           +---------------------------------+
           |  5.26      68.42      26.32     |100.00
           +---------------------------------+


TABLE OF VALUES FOR        F(20)
FREQUENCIES


                 2          3          4          5     TOTAL
           +--------------------------------------------+
           |     1          1         13          4     |    19
           +--------------------------------------------+


TABLE OF VALUES FOR        F(20)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 2          3          4          5     TOTAL
           +--------------------------------------------+
           |  5.26       5.26      68.42      21.05     |100.00
           +--------------------------------------------+
TABLE OF VALUES FOR        F(21)
 FREQUENCIES

                 4          5    TOTAL

                 5         14       19


 TABLE OF VALUES FOR        F(21)
 PERCENTS OF TOTAL OF THIS (SUB)TABLE

                 4          5    TOTAL

             26.32      73.68   100.00


 TABLE OF VALUES FOR        F(22)
 FREQUENCIES

                 2          3          4          5    TOTAL

                 2          3          7          7       19


 TABLE OF VALUES FOR        F(22)
 PERCENTS OF TOTAL OF THIS (SUB)TABLE

                 2          3          4          5    TOTAL

             10.53      15.79      36.84      36.84   100.00


 TABLE OF VALUES FOR        F(23)
 FREQUENCIES

                 2          3          4          5    TOTAL

                 4          4          7          4       19


 TABLE OF VALUES FOR        F(23)
 PERCENTS OF TOTAL OF THIS (SUB)TABLE

                 2          3          4          5    TOTAL

             21.05      21.05      36.84      21.05   100.00
```

```
TABLE OF VALUES FOR         F(24)
 FREQUENCIES


                   3           4           5     TOTAL
           +-------------------------------------+
           |       1          11           7     |    19
           +-------------------------------------+


 TABLE OF VALUES FOR         F(24)
 PERCENTS OF TOTAL OF THIS (SUB)TABLE


                   3           4           5     TOTAL
           +-------------------------------------+
           |    5.26       57.89       36.84     | 100.00
           +-------------------------------------+


 TABLE OF VALUES FOR         F(25)
 FREQUENCIES


                   1           2           3           4           5     TOTAL
           +-------------------------------------------------------------+
           |       2           6           5           4           2     |    19
           +-------------------------------------------------------------+


 TABLE OF VALUES FOR         F(25)
 PERCENTS OF TOTAL OF THIS (SUB)TABLE


                   1           2           3           4           5     TOTAL
           +-------------------------------------------------------------+
           |   10.53       31.58       26.32       21.05       10.53     | 100.00
           +-------------------------------------------------------------+


 TABLE OF VALUES FOR         F(26)
 FREQUENCIES


                   .           3           4           5     TOTAL
           +-------------------------------------------------+
           |       1           5           7           6     |    19
           +-------------------------------------------------+


 TABLE OF VALUES FOR         F(26)
 PERCENTS OF TOTAL OF THIS (SUB)TABLE


                   .           3           4           5     TOTAL
           +-------------------------------------------------+
           |    5.26       26.32       36.84       31.58     | 100.00
           +-------------------------------------------------+
TABLE OF VALUES FOR        F(27)
FREQUENCIES


                    .          2          4          5     TOTAL
           +-------------------------------------------+
           |        1          1         12          5 |      19
           +-------------------------------------------+


TABLE OF VALUES FOR        F(27)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                    .          2          4          5     TOTAL
           +-------------------------------------------+
           |     5.26       5.26      63.16      26.32 |  100.00
           +-------------------------------------------+


TABLE OF VALUES FOR        F(28)
FREQUENCIES


                    .          2          3          4     TOTAL
           +-------------------------------------------+
           |        1          3          3         12 |      19
           +-------------------------------------------+


TABLE OF VALUES FOR        F(28)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                    .          2          3          4     TOTAL
           +-------------------------------------------+
           |     5.26      15.79      15.79      63.16 |  100.00
           +-------------------------------------------+


TABLE OF VALUES FOR        F(29)
FREQUENCIES


                    .          1          2          3          4     TOTAL
           +------------------------------------------------------+
           |        1          1         11          2          4 |      19
           +------------------------------------------------------+


TABLE OF VALUES FOR        F(29)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                    .          1          2          3          4     TOTAL
           +------------------------------------------------------+
           |     5.26       5.26      57.89      10.53      21.05 |  100.00
           +------------------------------------------------------+
TABLE OF VALUES FOR        F(30)
FREQUENCIES


                 .         2         4         5     TOTAL
          ┌─────────────────────────────────────────┐
          │      1         2         9         7    │    19
          └─────────────────────────────────────────┘

TABLE OF VALUES FOR        F(30)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 .         2         4         5     TOTAL
          ┌─────────────────────────────────────────┐
          │   5.26     10.53     47.37     36.84    │ 100.00
          └─────────────────────────────────────────┘

TABLE OF VALUES FOR        F(31)
FREQUENCIES


                 .         2         3         4         5     TOTAL
          ┌───────────────────────────────────────────────────┐
          │      1         3         4         8         3    │    19
          └───────────────────────────────────────────────────┘

TABLE OF VALUES FOR        F(31)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 .         2         3         4         5     TOTAL
          ┌───────────────────────────────────────────────────┐
          │   5.26     15.79     21.05     42.11     15.79    │ 100.00
          └───────────────────────────────────────────────────┘

TABLE OF VALUES FOR        F(32)
FREQUENCIES


                 .         2         3         4         5     TOTAL
          ┌───────────────────────────────────────────────────┐
          │      1         1         3         9         5    │    19
          └───────────────────────────────────────────────────┘

TABLE OF VALUES FOR        F(32)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 .         2         3         4         5     TOTAL
          ┌───────────────────────────────────────────────────┐
          │   5.26      5.26     15.79     47.37     26.32    │ 100.00
          └───────────────────────────────────────────────────┘
```

```
TABLE OF VALUES FOR        F(33)
FREQUENCIES


                  .        2        3        4        5    TOTAL
          ┌─────────────────────────────────────────────┐
          │       1        3        2       12        1 │     19
          └─────────────────────────────────────────────┘


TABLE OF VALUES FOR        F(33)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                  .        2        3        4        5    TOTAL
          ┌─────────────────────────────────────────────┐
          │    5.26    15.79    10.53    63.16     5.26 │   100.00
          └─────────────────────────────────────────────┘


TABLE OF VALUES FOR        F(34)
FREQUENCIES


                  .        2        3        4        5    TOTAL
          ┌─────────────────────────────────────────────┐
          │       1        6        4        7        1 │     19
          └─────────────────────────────────────────────┘


TABLE OF VALUES FOR        F(34)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                  .        2        3        4        5    TOTAL
          ┌─────────────────────────────────────────────┐
          │    5.26    31.58    21.05    36.84     5.26 │   100.00
          └─────────────────────────────────────────────┘


TABLE OF VALUES FOR        F(35)
FREQUENCIES


                  .        3        4        5    TOTAL
          ┌────────────────────────────────────┐
          │       1        2       15        1 │     19
          └────────────────────────────────────┘


TABLE OF VALUES FOR        F(35)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                  .        3        4        5    TOTAL
          ┌────────────────────────────────────┐
          │    5.26    10.53    78.95     5.26 │   100.00
          └────────────────────────────────────┘
```

```
TABLE OF VALUES FOR         F(36)
FREQUENCIES

                   .          1          3          4     TOTAL

                   1          1          5         12        19


TABLE OF VALUES FOR         F(36)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

                   .          1          3          4     TOTAL

                5.26       5.26      26.32      63.16    100.00


TABLE OF VALUES FOR         F(37)
FREQUENCIES

                   .          1          2          3          4          5     TOTAL

                   1          1          5          2          7          3        19


TABLE OF VALUES FOR         F(37)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

                   .          1          2          3          4          5     TOTAL

                5.26       5.26      26.32      10.53      36.84      15.79    100.00


TABLE OF VALUES FOR         F(38)
FREQUENCIES

                   2          3          4          5     TOTAL

                   2          3          7          7        19


TABLE OF VALUES FOR         F(38)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

                   2          3          4          5     TOTAL

               10.53      15.79      36.84      36.84    100.00
```

TABLE OF VALUES FOR F(39)
FREQUENCIES

2	3	4	5	TOTAL
2	2	12	3	19

TABLE OF VALUES FOR F(39)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

2	3	4	5	TOTAL
10.53	10.53	63.16	15.79	100.00

TABLE OF VALUES FOR F(40)
FREQUENCIES

2	3	4	5	TOTAL
1	1	13	4	19

TABLE OF VALUES FOR F(40)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

2	3	4	5	TOTAL
5.26	5.26	68.42	21.05	100.00

TABLE OF VALUES FOR F(41)
FREQUENCIES

2	3	4	5	TOTAL
1	2	14	2	19

TABLE OF VALUES FOR F(41)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

2	3	4	5	TOTAL
5.26	10.53	73.68	10.53	100.00

```
TABLE OF VALUES FOR        F(42)
FREQUENCIES

              4          5     TOTAL
        +--------------------+
        |    11          8   |    19
        +--------------------+

TABLE OF VALUES FOR        F(42)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

              4          5     TOTAL
        +--------------------+
        |  57.89      42.11  |  100.00
        +--------------------+

TABLE OF VALUES FOR        F(43)
FREQUENCIES

              1          2          3          4          5     TOTAL
        +-------------------------------------------------------+
        |     3          4          3          7          2     |    19
        +-------------------------------------------------------+

TABLE OF VALUES FOR        F(43)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

              1          2          3          4          5     TOTAL
        +-------------------------------------------------------+
        |  15.79      21.05      15.79      36.84      10.53    |  100.00
        +-------------------------------------------------------+

TABLE OF VALUES FOR        F(44)
FREQUENCIES

              3          4          5     TOTAL
        +---------------------------------+
        |     1         16          2     |    19
        +---------------------------------+

TABLE OF VALUES FOR        F(44)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

              3          4          5     TOTAL
        +---------------------------------+
        |   5.26      84.21      10.53    |  100.00
        +---------------------------------+
TABLE OF VALUES FOR        F(45)
FREQUENCIES


                 1          2          3          4     TOTAL
           +-------------------------------------------+
           |     2          6          4          7    |   19
           +-------------------------------------------+


TABLE OF VALUES FOR        F(45)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 1          2          3          4     TOTAL
           +-------------------------------------------+
           |  10.53      31.58      21.05      36.84   |  100.00
           +-------------------------------------------+


TABLE OF VALUES FOR        F(46)
FREQUENCIES


                 2          3          4          5     TOTAL
           +-------------------------------------------+
           |     6          4          7          2    |   19
           +-------------------------------------------+


TABLE OF VALUES FOR        F(46)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 2          3          4          5     TOTAL
           +-------------------------------------------+
           |  31.58      21.05      36.84      10.53   |  100.00
           +-------------------------------------------+


TABLE OF VALUES FOR        F(47)
FREQUENCIES


                 2          3          4          5     TOTAL
           +-------------------------------------------+
           |     6          5          5          3    |   19
           +-------------------------------------------+


TABLE OF VALUES FOR        F(47)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 2          3          4          5     TOTAL
           +-------------------------------------------+
           |  31.58      26.32      26.32      15.79   |  100.00
           +-------------------------------------------+
TABLE OF VALUES FOR         F(48)
FREQUENCIES


                 2          4          5    TOTAL
          +--------------------------------+
          |      4         14          1   |    19
          +--------------------------------+


TABLE OF VALUES FOR         F(48)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 2          4          5    TOTAL
          +--------------------------------+
          |  21.05      73.68       5.26   |  100.00
          +--------------------------------+


TABLE OF VALUES FOR         F(49)
FREQUENCIES


                 2          3          4    TOTAL
          +--------------------------------+
          |     11          3          5   |    19
          +--------------------------------+


TABLE OF VALUES FOR         F(49)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 2          3          4    TOTAL
          +--------------------------------+
          |  57.89      15.79      26.32   |  100.00
          +--------------------------------+


TABLE OF VALUES FOR         F(50)
FREQUENCIES


                 2          3          4          5    TOTAL
          +-------------------------------------------+
          |      8          4          6          1   |    19
          +-------------------------------------------+


TABLE OF VALUES FOR         F(50)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 2          3          4          5    TOTAL
          +-------------------------------------------+
          |  42.11      21.05      31.58       5.26   |  100.00
          +-------------------------------------------+
```

TABLE OF VALUES FOR F(51)
FREQUENCIES

1	2	3	4	TOTAL
1	7	5	6	19

TABLE OF VALUES FOR F(51)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

1	2	3	4	TOTAL
5.26	36.84	26.32	31.58	100.00

TABLE OF VALUES FOR F(52)
FREQUENCIES

2	3	4	5	TOTAL
5	4	8	2	19

TABLE OF VALUES FOR F(52)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

2	3	4	5	TOTAL
26.32	21.05	42.11	10.53	100.00

TABLE OF VALUES FOR F(53)
FREQUENCIES

1	2	3	4	5	TOTAL
1	4	6	7	1	19

TABLE OF VALUES FOR F(53)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

1	2	3	4	5	TOTAL
5.26	21.05	31.58	36.84	5.26	100.00

```
TABLE OF VALUES FOR         F(54)
FREQUENCIES


                 1          2          3          4          5     TOTAL

          ----------------------------------------------------
          |      1          3          4         10          1 |      19
          ----------------------------------------------------


TABLE OF VALUES FOR         F(54)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 1          2          3          4          5     TOTAL

          ----------------------------------------------------
          |   5.26      15.79      21.05      52.63       5.26 |  100.00
          ----------------------------------------------------


TABLE OF VALUES FOR         F(55)
FREQUENCIES


                 1          2          3          4     TOTAL

          -----------------------------------------
          |      1          7          3          8 |      19
          -----------------------------------------


TABLE OF VALUES FOR         F(55)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 1          2          3          4     TOTAL

          -----------------------------------------
          |   5.26      36.84      15.79      42.11 |  100.00
          -----------------------------------------


TABLE OF VALUES FOR         F(56)
FREQUENCIES


                 1          2          3          5     TOTAL

          -----------------------------------------
          |      4          6          8          1 |      19
          -----------------------------------------


TABLE OF VALUES FOR         F(56)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                 1          2          3          5     TOTAL

          -----------------------------------------
          |  21.05      31.58      42.11       5.26 |  100.00
          -----------------------------------------
```

```
TABLE OF VALUES FOR        F(57)
FREQUENCIES

                1          2          3          4          5     TOTAL
         ---------------------------------------------------
         |      1          8          7          2          1 |      19
         ---------------------------------------------------

TABLE OF VALUES FOR        F(57)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

                1          2          3          4          5     TOTAL
         ---------------------------------------------------
         |   5.26      42.11      36.84      10.53       5.26 |  100.00
         ---------------------------------------------------

TABLE OF VALUES FOR        F(58)
FREQUENCIES

                .          1          2          3          4          5     TOTAL
         --------------------------------------------------------------
         |      1          1          6          5          5          1 |      19
         --------------------------------------------------------------

TABLE OF VALUES FOR        F(58)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

                .          1          2          3          4          5     TOTAL
         --------------------------------------------------------------
         |   5.26       5.26      31.58      26.32      26.32       5.26 |  100.00
         --------------------------------------------------------------

TABLE OF VALUES FOR        F(59)
FREQUENCIES

                2          3          4          5     TOTAL
         ----------------------------------------
         |      2          3         11          3 |      19
         ----------------------------------------

TABLE OF VALUES FOR        F(59)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

                2          3          4          5     TOTAL
         ----------------------------------------
         |  10.53      15.79      57.89      15.79 |  100.00
         ----------------------------------------
```

```
TABLE OF VALUES FOR          F(60)
FREQUENCIES


                  2           3           4           5       TOTAL
           ┌───────────────────────────────────────────────┐
           │      5           6           7           1    │    19
           └───────────────────────────────────────────────┘


TABLE OF VALUES FOR          F(60)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                  2           3           4           5       TOTAL
           ┌───────────────────────────────────────────────┐
           │  26.32       31.58       36.84        5.26    │  100.00
           └───────────────────────────────────────────────┘


TABLE OF VALUES FOR          F(61)
FREQUENCIES


                  .           1           3           4           5       TOTAL
           ┌───────────────────────────────────────────────────────────┐
           │      1           1           5          11           1    │    19
           └───────────────────────────────────────────────────────────┘


TABLE OF VALUES FOR          F(61)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                  .           1           3           4           5       TOTAL
           ┌───────────────────────────────────────────────────────────┐
           │   5.26        5.26       26.32       57.89        5.26    │  100.00
           └───────────────────────────────────────────────────────────┘


TABLE OF VALUES FOR          F(62)
FREQUENCIES


                  2           3           4           5       TOTAL
           ┌───────────────────────────────────────────────┐
           │      1           2          11           5    │    19
           └───────────────────────────────────────────────┘


TABLE OF VALUES FOR          F(62)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                  2           3           4           5       TOTAL
           ┌───────────────────────────────────────────────┐
           │   5.26       10.53       57.89       26.32    │  100.00
           └───────────────────────────────────────────────┘
```

```
TABLE OF VALUES FOR         F(63)
FREQUENCIES


                .          0          2          4          5          6
         ________________________________________________________________
        |       1          1          5          3          4          4 |
         ----------------------------------------------------------------

                7     TOTAL
         __________
        |       1 |     19
         ----------


TABLE OF VALUES FOR         F(63)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                .          0          2          4          5          6
         ________________________________________________________________
        |    5.26       5.26      26.32      15.79      21.05      21.05 |
         ----------------------------------------------------------------

                7     TOTAL
         __________
        |    5.26 |  100.00
         ----------


TABLE OF VALUES FOR         F(64)
FREQUENCIES


                1          2          3          4          5     TOTAL
         _____________________________________________________
        |       1          6          4          5          3 |      19
         -----------------------------------------------------


TABLE OF VALUES FOR         F(64)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                1          2          3          4          5     TOTAL
         _____________________________________________________
        |    5.26      31.58      21.05      26.32      15.79 |  100.00
         -----------------------------------------------------
```

TABLE OF VALUES FOR F(65)
FREQUENCIES

1	2	3	4	TOTAL
1	8	6	4	19

TABLE OF VALUES FOR F(65)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

1	2	3	4	TOTAL
5.26	42.11	31.58	21.05	100.00

TABLE OF VALUES FOR F(66)
FREQUENCIES

2	3	4	5	TOTAL
5	2	9	3	19

TABLE OF VALUES FOR F(66)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

2	3	4	5	TOTAL
26.32	10.53	47.37	15.79	100.00

TABLE OF VALUES FOR F(67)
FREQUENCIES

2	3	4	5	TOTAL
6	3	8	2	19

TABLE OF VALUES FOR F(67)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

2	3	4	5	TOTAL
31.58	15.79	42.11	10.53	100.00

```
TABLE OF VALUES FOR        F(68)
FREQUENCIES

                 1         2         3         4         5     TOTAL
          ┌─────────────────────────────────────────────────┐
          │      1         3         5         7         3  │     19
          └─────────────────────────────────────────────────┘

TABLE OF VALUES FOR        F(68)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

                 1         2         3         4         5     TOTAL
          ┌─────────────────────────────────────────────────┐
          │   5.26     15.79     26.32     36.84     15.79  │  100.00
          └─────────────────────────────────────────────────┘

TABLE OF VALUES FOR        F(69)
FREQUENCIES

                 .         1         2         3         4     TOTAL
          ┌─────────────────────────────────────────────────┐
          │      1         1        13         1         3  │     19
          └─────────────────────────────────────────────────┘

TABLE OF VALUES FOR        F(69)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

                 .         1         2         3         4     TOTAL
          ┌─────────────────────────────────────────────────┐
          │   5.26      5.26     68.42      5.26     15.79  │  100.00
          └─────────────────────────────────────────────────┘

TABLE OF VALUES FOR        F(70)
FREQUENCIES

                 .         1         2         3         4     TOTAL
          ┌─────────────────────────────────────────────────┐
          │      2         1        10         4         2  │     19
          └─────────────────────────────────────────────────┘

TABLE OF VALUES FOR        F(70)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

                 .         1         2         3         4     TOTAL
          ┌─────────────────────────────────────────────────┐
          │  10.53      5.26     52.63     21.05     10.53  │  100.00
          └─────────────────────────────────────────────────┘
```

```
TABLE OF VALUES FOR         F(71)
FREQUENCIES

                   .          1          2          3          4      TOTAL
          ┌────────────────────────────────────────────────────────┐
          │        2          2          8          2          5   │     19
          └────────────────────────────────────────────────────────┘

TABLE OF VALUES FOR         F(71)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

                   .          1          2          3          4      TOTAL
          ┌────────────────────────────────────────────────────────┐
          │    10.53      10.53      42.11      10.53      26.32   │  100.00
          └────────────────────────────────────────────────────────┘

TABLE OF VALUES FOR         F(72)
FREQUENCIES

                   0          1          2          3          4          5
          ┌───────────────────────────────────────────────────────────────────┐
          │        6          3          2          1          4          1   │
          └───────────────────────────────────────────────────────────────────┘

                   7      TOTAL
          ┌────────────┐
          │        2   │     19
          └────────────┘

TABLE OF VALUES FOR         F(72)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

                   0          1          2          3          4          5
          ┌───────────────────────────────────────────────────────────────────┐
          │    31.58      15.79      10.53       5.26      21.05       5.26   │
          └───────────────────────────────────────────────────────────────────┘

                   7      TOTAL
          ┌────────────┐
          │    10.53   │  100.00
          └────────────┘
```

TABLE OF VALUES FOR F(73)
FREQUENCIES

.	2	3	4	5	TOTAL
5	1	2	4	7	19

TABLE OF VALUES FOR F(73)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

.	2	3	4	5	TOTAL
26.32	5.26	10.53	21.05	36.84	100.00

TABLE OF VALUES FOR F(74)
FREQUENCIES

.	1	2	3	4	5	TOTAL
5	1	2	3	2	6	19

TABLE OF VALUES FOR F(74)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

.	1	2	3	4	5	TOTAL
26.32	5.26	10.53	15.79	10.53	31.58	100.00

TABLE OF VALUES FOR F(75)
FREQUENCIES

.	3	4	5	TOTAL
5	2	5	7	19

TABLE OF VALUES FOR F(75)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

.	3	4	5	TOTAL
26.32	10.53	26.32	36.84	100.00

TABLE OF VALUES FOR F(76)
FREQUENCIES

.	1	2	3	4	5	TOTAL
5	1	2	5	2	4	19

TABLE OF VALUES FOR F(76)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

.	1	2	3	4	5	TOTAL
26.32	5.26	10.53	26.32	10.53	21.05	100.00

TABLE OF VALUES FOR F(77)
FREQUENCIES

.	1	2	3	4	5	TOTAL
5	1	3	5	2	3	19

TABLE OF VALUES FOR F(77)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

.	1	2	3	4	5	TOTAL
26.32	5.26	15.79	26.32	10.53	15.79	100.00

TABLE OF VALUES FOR F(78)
FREQUENCIES

.	3	4	5	TOTAL
5	1	6	7	19

TABLE OF VALUES FOR F(78)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

.	3	4	5	TOTAL
26.32	5.26	31.58	36.84	100.00

```
TABLE OF VALUES FOR        F(79)
FREQUENCIES


                   .         1         2         3         4         5     TOTAL
            ------------------------------------------------------------
            |      3         1         2         3         8         2  |     19
            ------------------------------------------------------------


TABLE OF VALUES FOR        F(79)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                   .         1         2         3         4         5     TOTAL
            ------------------------------------------------------------
            |  15.79      5.26     10.53     15.79     42.11     10.53  |  100.00
            ------------------------------------------------------------


TABLE OF VALUES FOR        F(80)
FREQUENCIES


                   .         1         2         4         5     TOTAL
            --------------------------------------------------
            |      3         2         3         9         2  |     19
            --------------------------------------------------


TABLE OF VALUES FOR        F(80)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                   .         1         2         4         5     TOTAL
            --------------------------------------------------
            |  15.79     10.53     15.79     47.37     10.53  |  100.00
            --------------------------------------------------


TABLE OF VALUES FOR        F(81)
FREQUENCIES


                   .         1         2         3         4         5     TOTAL
            ------------------------------------------------------------
            |      3         1         5         2         6         2  |     19
            ------------------------------------------------------------


TABLE OF VALUES FOR        F(81)
PERCENTS OF TOTAL OF THIS (SUB)TABLE


                   .         1         2         3         4         5     TOTAL
            ------------------------------------------------------------
            |  15.79      5.26     26.32     10.53     31.58     10.53  |  100.00
            ------------------------------------------------------------
```

TABLE OF VALUES FOR F(82)
FREQUENCIES

.	1	2	4	5	TOTAL
3	1	7	7	1	19

TABLE OF VALUES FOR F(82)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

.	1	2	4	5	TOTAL
15.79	5.26	36.84	36.84	5.26	100.00

TABLE OF VALUES FOR F(83)
FREQUENCIES

.	1	2	4	TOTAL
3	1	11	4	19

TABLE OF VALUES FOR F(83)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

.	1	2	4	TOTAL
15.79	5.26	57.89	21.05	100.00

TABLE OF VALUES FOR F(84)
FREQUENCIES

.	1	2	TOTAL
1	3	15	19

TABLE OF VALUES FOR F(84)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

.	1	2	TOTAL
5.26	15.79	78.95	100.00

TABLE OF VALUES FOR F(85)
FREQUENCIES

2	3	4	TOTAL
4	4	11	19

TABLE OF VALUES FOR F(85)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

2	3	4	TOTAL
21.05	21.05	57.89	100.00

TABLE OF VALUES FOR F(86)
FREQUENCIES

0	1	2	3	4	TOTAL
1	3	10	2	3	19

TABLE OF VALUES FOR F(86)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

0	1	2	3	4	TOTAL
5.26	15.79	52.63	10.53	15.79	100.00

TABLE OF VALUES FOR F(87)
FREQUENCIES

2	3	4	5	TOTAL
2	2	14	1	19

TABLE OF VALUES FOR F(87)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

2	3	4	5	TOTAL
10.53	10.53	73.68	5.26	100.00

```
TABLE OF VALUES FOR        F(88)
FREQUENCIES

             1          2          3          4          5     TOTAL
      ┌──────────────────────────────────────────────────────┐
      │      1          4          6          7          1   │    19
      └──────────────────────────────────────────────────────┘


TABLE OF VALUES FOR        F(88)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

             1          2          3          4          5     TOTAL
      ┌──────────────────────────────────────────────────────┐
      │   5.26      21.05      31.58      36.84       5.26   │  100.00
      └──────────────────────────────────────────────────────┘


TABLE OF VALUES FOR        F(89)
FREQUENCIES

             1          2          3          4          5     TOTAL
      ┌──────────────────────────────────────────────────────┐
      │      4          7          1          3          4   │    19
      └──────────────────────────────────────────────────────┘


TABLE OF VALUES FOR        F(89)
PERCENTS OF TOTAL OF THIS (SUB)TABLE

             1          2          3          4          5     TOTAL
      ┌──────────────────────────────────────────────────────┐
      │  21.05      36.84       5.26      15.79      21.05   │  100.00
      └──────────────────────────────────────────────────────┘
```

Pre- and post-project culture item graphs, by school.

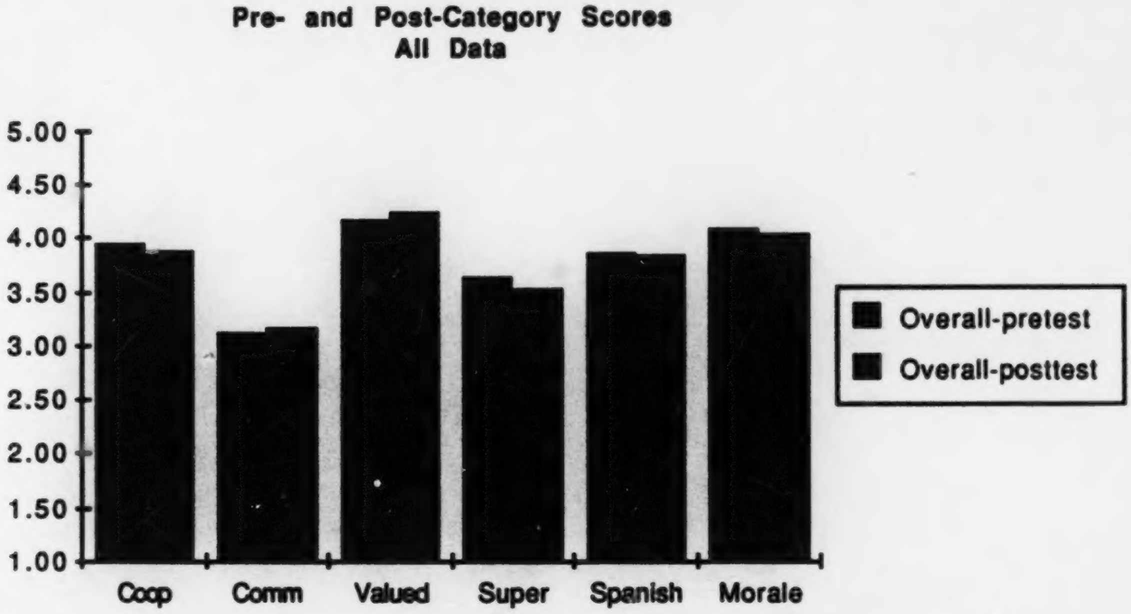


Figure 1

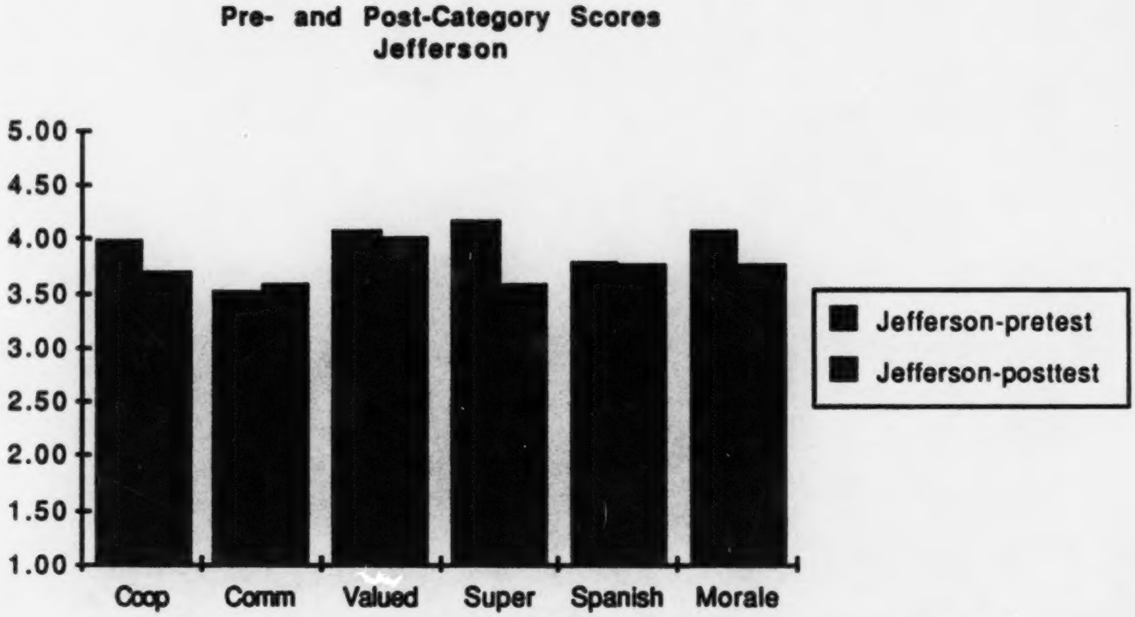
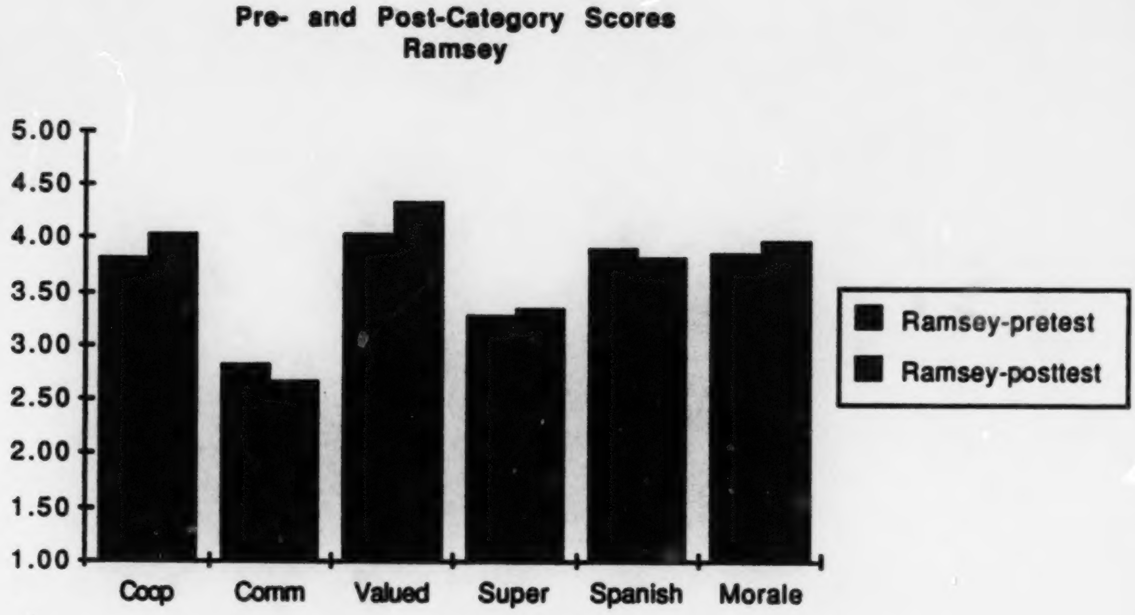
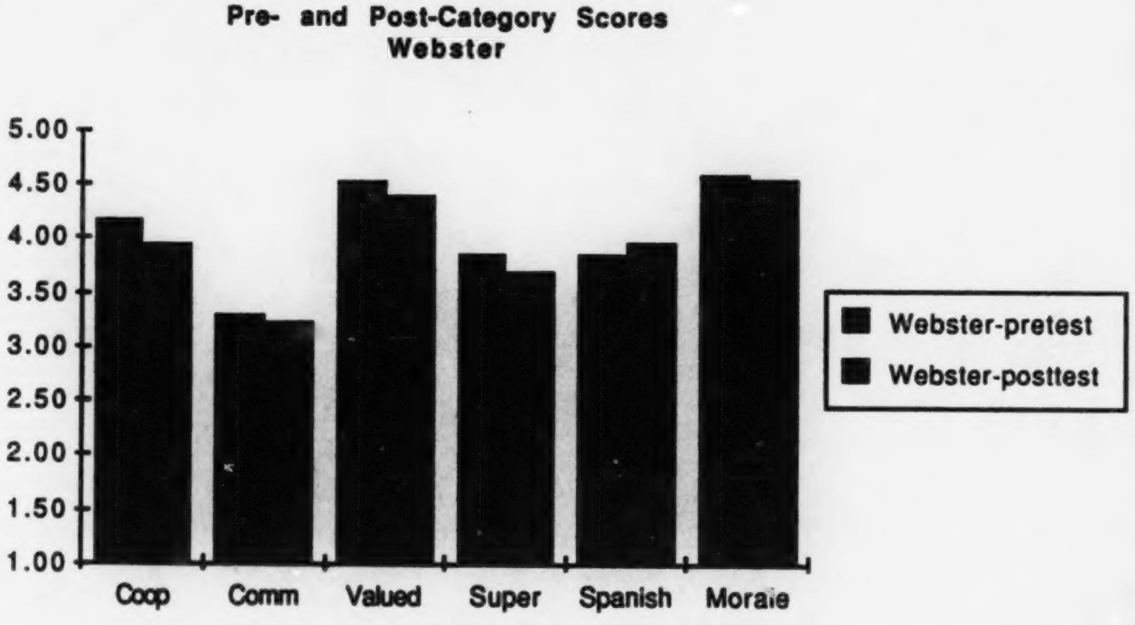


Figure 2



Pre- and Post-Category Scores
Ramsey

Figure 3



Pre- and Post-Category Scores
Webster

Figure 4

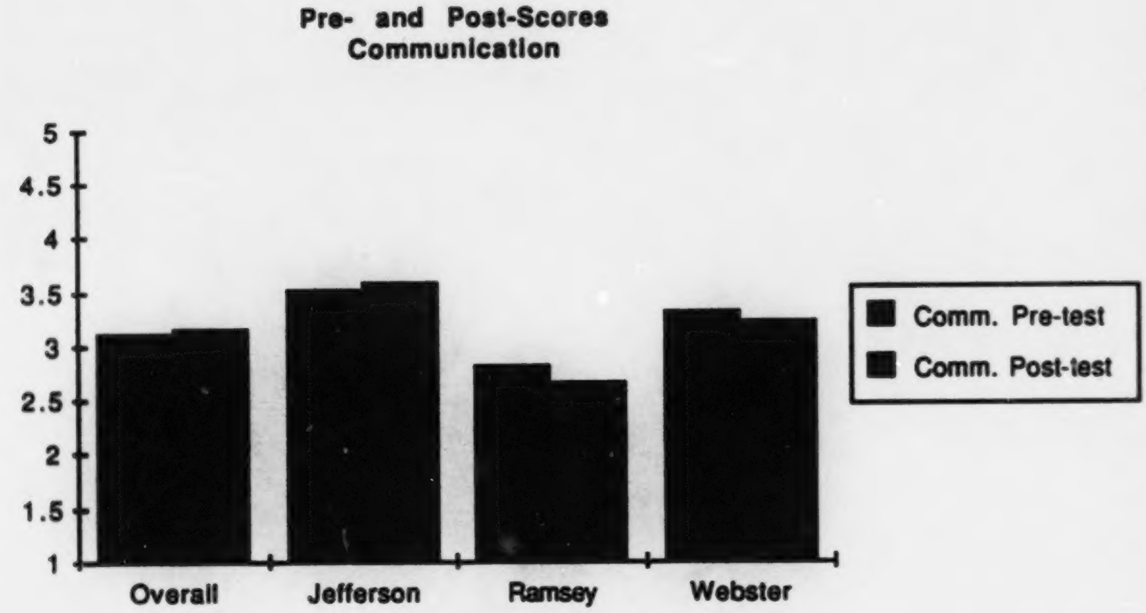

Pre- and Post-Scores
Communication
5
4.5
4
3.5
3
2.5
2
1.5
1
Overall
Jefferson
Ramsey
Webster
Comm. Pre-test
Comm. Post-test

Figure 5

Pre- and post-project culture item graphs by culture item.

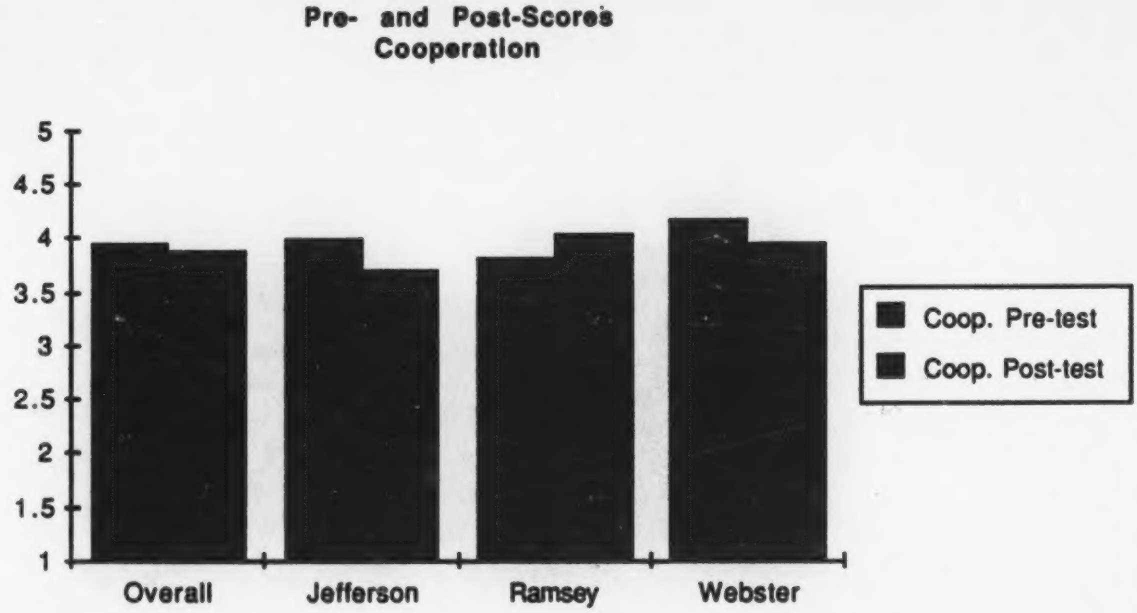


Figure 6

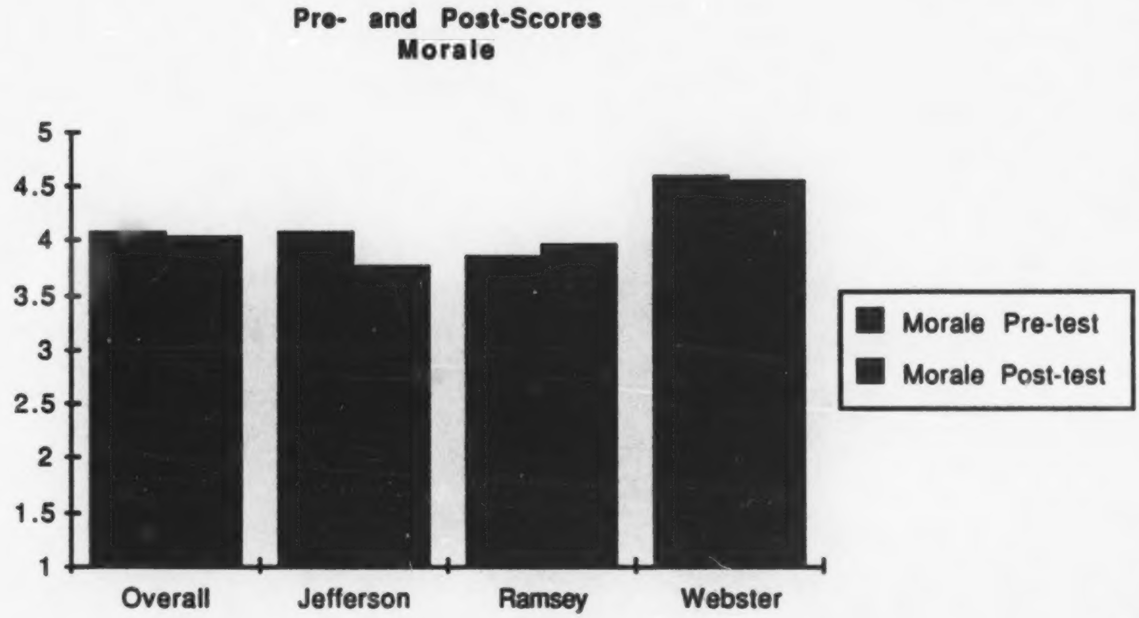


Figure 7

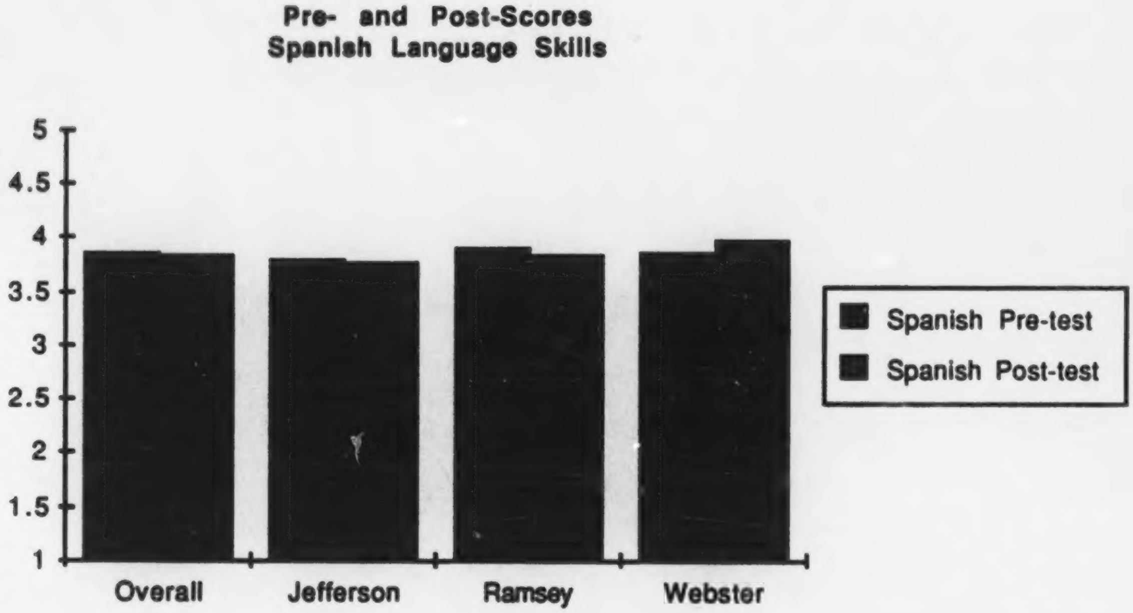


Figure 8

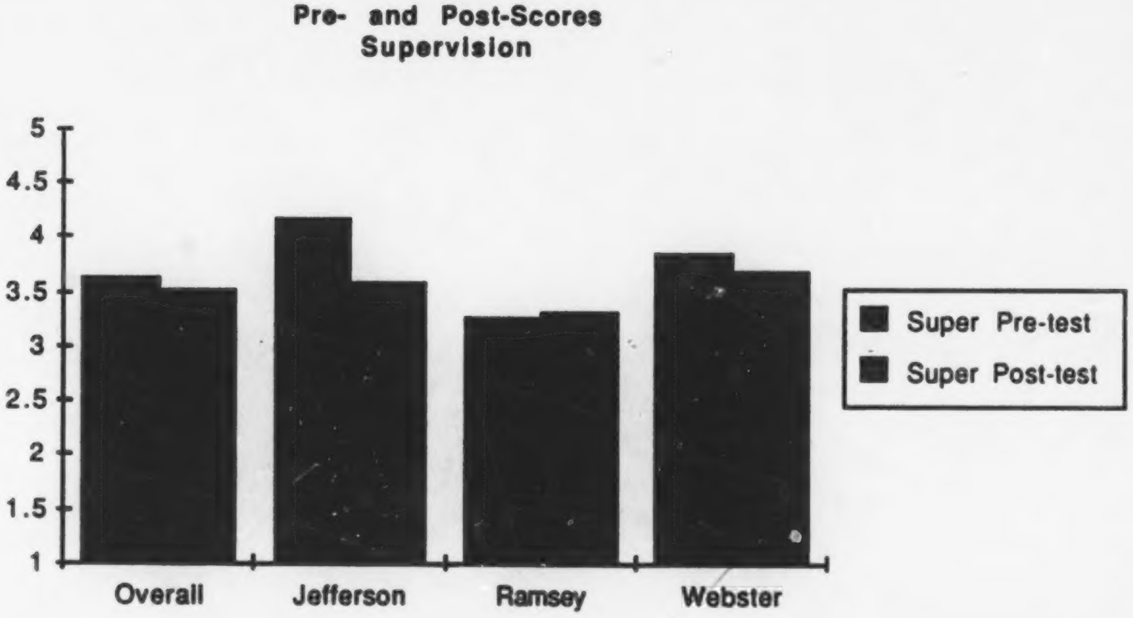


Figure 9

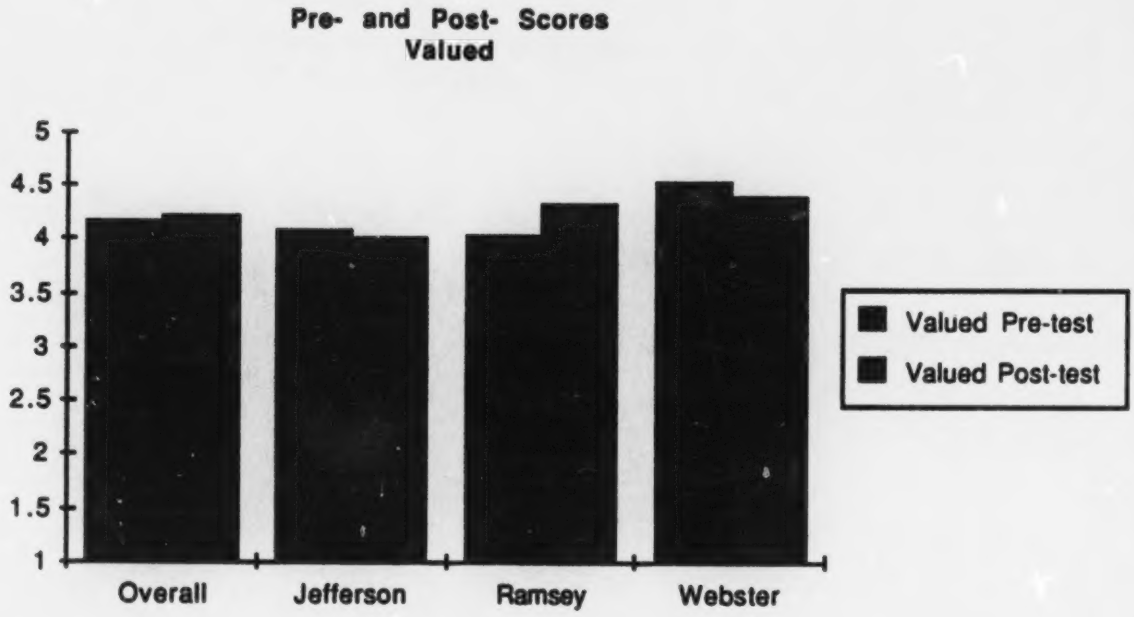

Pre- and Post- Scores
Valued
5
4.5
4
3.5
3
2.5
2
1.5
1
Overall
Jefferson
Ramsey
Webster
Valued Pre-test
Valued Post-test

Figure 10

Evaluation graphs by evaluation category.

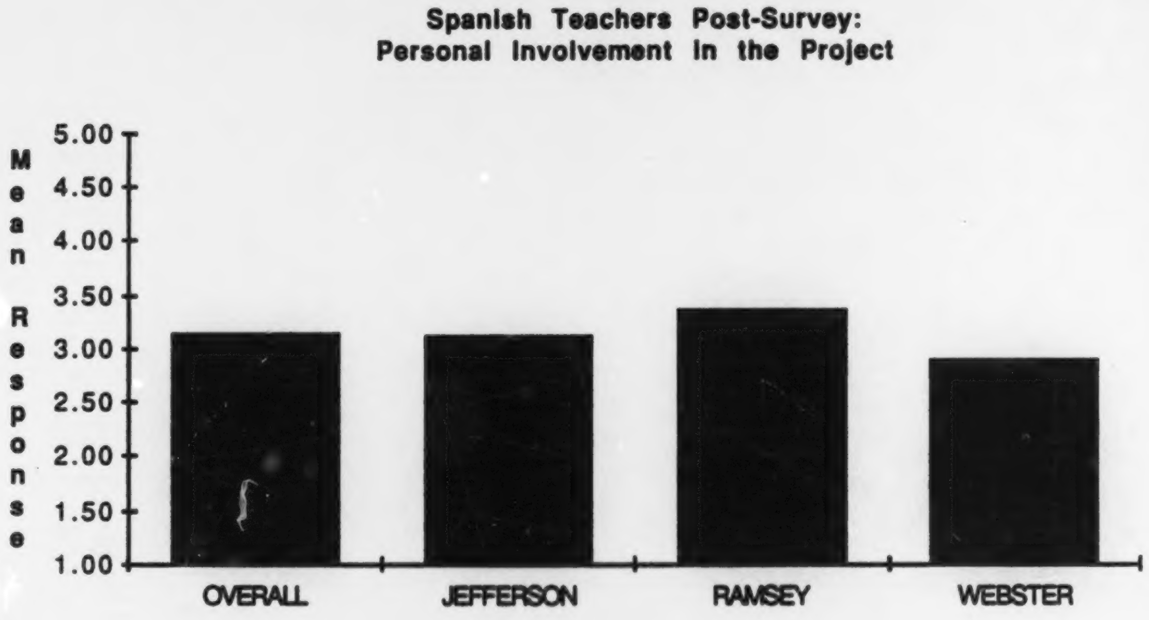


Figure 11

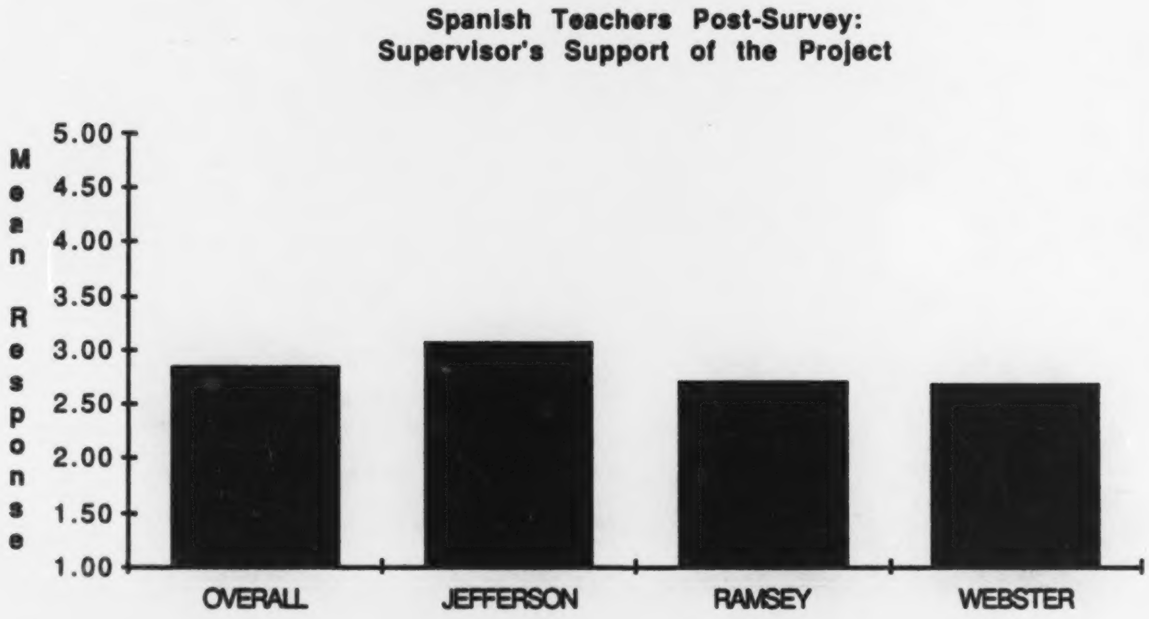


Figure 12

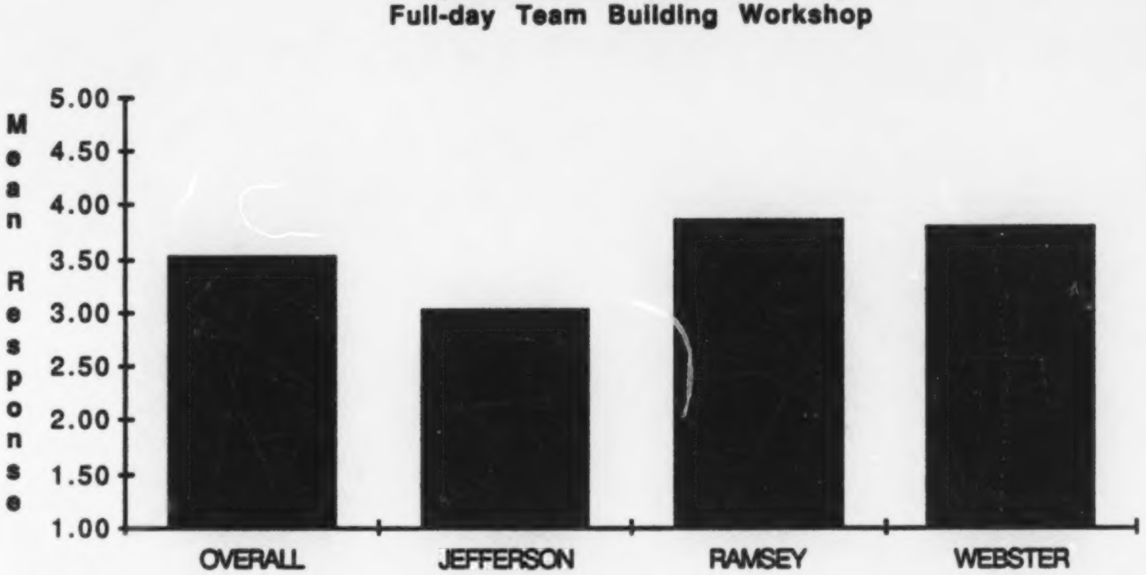

Spanish Teachers Post-Survey: Full-day Team Building Workshop

Figure 13

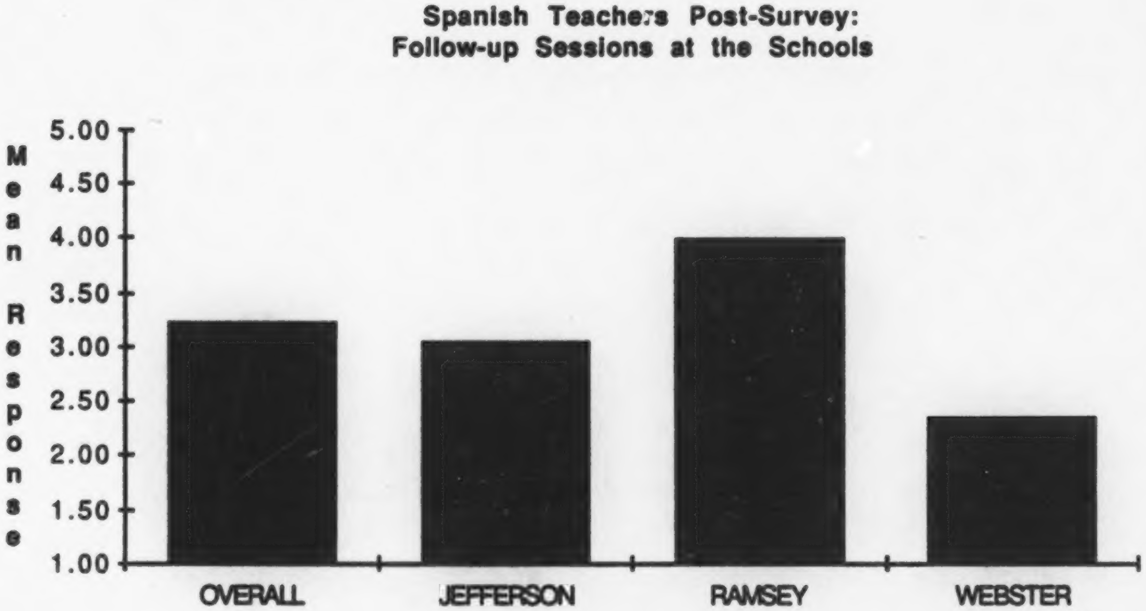

Spanish Teachers Post-Survey: Follow-up Sessions at the Schools

Figure 14

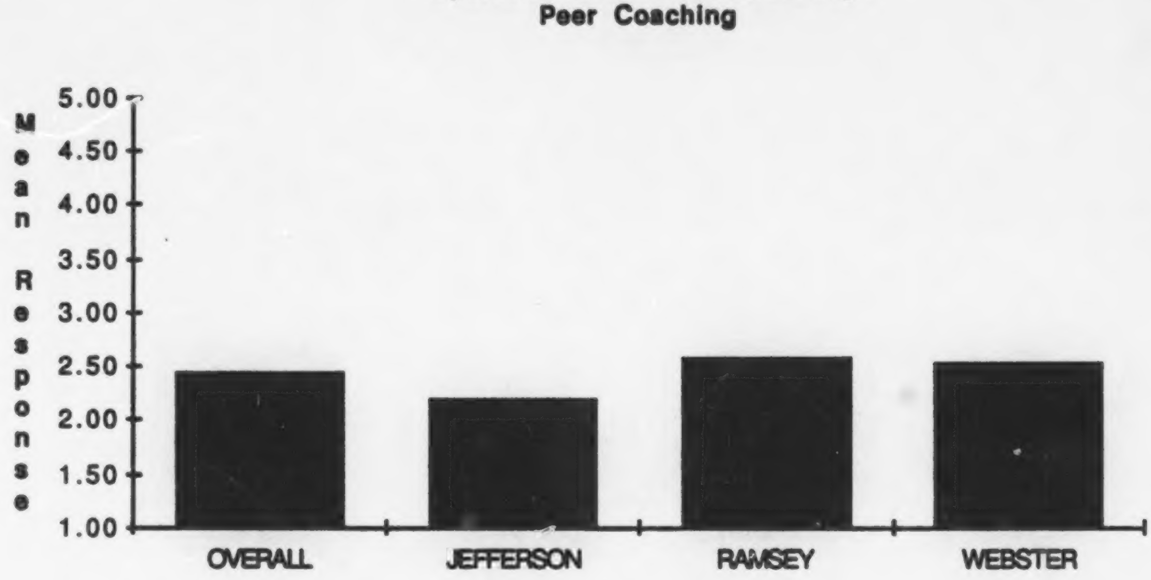


Figure 15

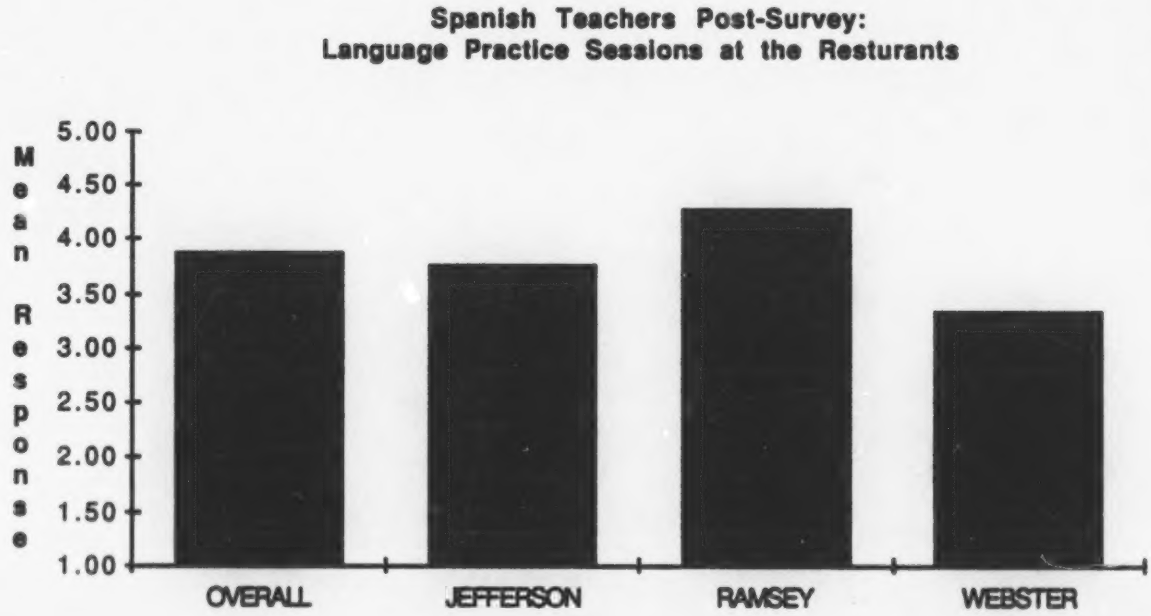
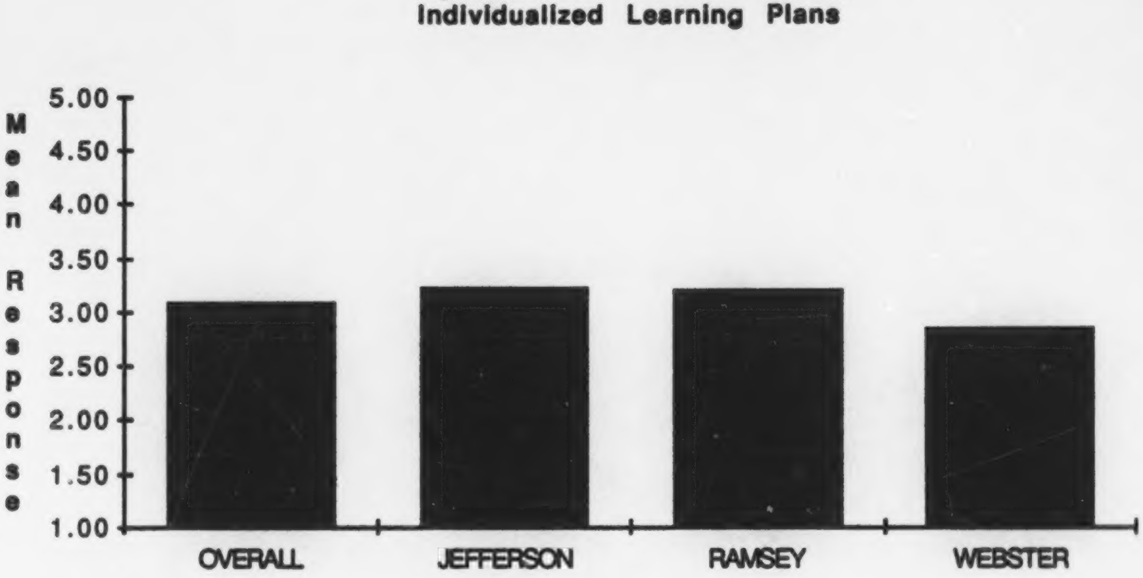
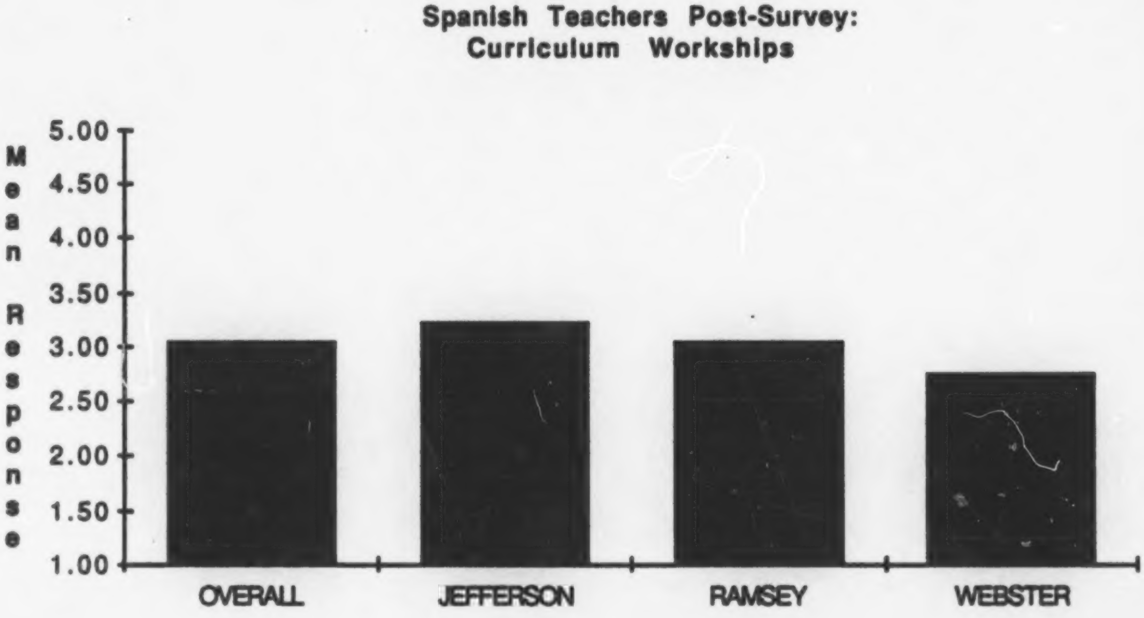


Figure 16



Spanish Teachers Post-Survey:
Individualized Learning Plans

Figure 17



Spanish Teachers Post-Survey:
Curriculum Workships

Figure 18

D. t-test results for teacher surveys

T-test data

	First Survey			Second Survey			
Item	Mean	n	s.d.	Mean	n	s.d.	t-score
1	4.23	27	0.78	4.37	19	0.59	-0.6630
2	3.44	27	1.28	3.37	19	1.16	0.1897
3	4.59	27	0.50	4.68	19	0.48	-0.6110
4	4.63	27	0.69	4.42	19	0.96	0.8643
5	4.18	27	0.83	4.00	19	0.88	0.7065
6	3.93	27	0.96	4.05	19	0.52	-0.4951
7	3.35	27	1.06	3.42	19	0.90	-0.2343
8	4.07	27	0.92	4.10	19	0.81	-0.1143
9	3.11	27	1.05	3.06	18	1.00	0.1594
10	4.44	27	0.50	4.21	19	0.63	1.3793
11	4.07	27	0.98	4.16	19	0.76	-0.3352
12	3.94	27	0.52	3.95	19	0.78	-0.0522
13	4.18	27	0.68	3.90	19	0.66	1.3917
14	4.26	27	0.66	4.21	19	0.79	0.2332
15	4.18	27	0.56	4.32	19	0.88	-0.6598
16	3.63	27	0.93	3.05	19	1.27	1.7900
17	3.62	26	0.85	3.32	19	0.88	1.1522
18	3.89	27	0.89	4.16	19	0.50	-1.1939
19	4.18	27	0.48	4.21	19	0.54	-0.1982
20	3.78	27	1.08	4.05	19	0.70	-0.9559
21	4.70	27	0.46	4.74	19	0.45	-0.2930
22	3.96	26	0.87	4.00	19	1.00	-0.1430
23	3.52	25	1.08	3.58	19	1.07	-0.1833
24	4.22	27	0.43	4.32	19	0.58	-0.6721
25	3.11	27	1.05	2.90	19	1.20	0.6296
26	4.11	27	0.80	4.06	18	0.80	0.2054
27	4.18	27	0.92	4.17	18	0.71	0.0390
28	2.96	27	1.22	3.50	18	0.79	-1.6572
29	2.63	27	0.97	2.50	18	0.92	0.4495
30	4.30	27	0.67	4.17	18	0.92	0.5488
31	4.00	26	0.94	3.61	18	0.98	1.3299
32	3.96	27	0.81	4.00	18	0.84	-0.1599
33	3.67	27	1.04	3.61	18	0.85	0.2034

	First Survey			Second Survey			
Item	Mean	n	s.d.	Mean	n	s.d.	t-score
34	3.22	27	1.16	3.17	18	0.99	0.1499
35	4.22	27	0.51	3.94	18	0.42	1.9313
36	3.37	27	1.15	3.56	18	0.78	-0.6122
37	3.30	27	1.24	3.33	18	1.24	-0.0795
38	3.93	27	0.96	4.00	19	1.00	-0.2394
39	3.67	27	0.96	3.84	19	0.83	-0.6245
40	4.22	27	0.80	4.05	19	0.71	0.7426
41	3.78	27	0.75	3.89	19	0.66	-0.5141
42	4.44	27	0.58	4.42	19	0.51	0.1209
43	3.04	27	1.26	3.05	19	1.31	-0.0261
44	4.11	27	0.58	4.05	19	0.41	0.3874
45	2.52	27	1.01	2.84	19	1.07	-1.0325

Note: All t-tests are non-significant at the .05 level.

E. Teachers' workshop materials

TEAM-BUILDING
PEER COACHING

Facilitator's Guide

TEAM-BUILDING/PEER COACHING

Preview

OBJECTIVES:

1. explain the principles and practices of team-building.

2. support each other in the implementation of a continued team-building and peer coaching structure.

3. develop and promote cohesion within the team to enable successful practice sessions of peer coaching.

4. develop and utilize tools and techniques for team-building and peer coaching within the team. Some tools and techniques include: problem-solving, communication skills, active listening, coaching, feedback, and the action-planning process.

AGENDA:

1. Welcome and Introductions
2. Team-Building and Problem-Solving
3. Feedback
4. Active Listening
5. Peer Coaching and Communication Skills
6. Action Planning

TIME SCHEDULE

8:00 - 8:30am	Introductions/Goals for the day
8:30 - 10:00am	Team-Building (15 minute leeway for discussion)
10:15 - 10:30am	BREAK
10:30 - 11:30am	Feedback
11:30 - 12:30pm	LUNCH
12:30 - 1:15pm	Active Listening (Could be shortened with more time given to tb or pc as necessary--if group wants to pursue an issue or topic, you have the leeway to do so.)
1:15 - 4:00pm	Peer Coaching
4:15 - 4:30pm	BREAK
4:30 - 5:00pm	Review of Action Planning/Summary/Close

NOTE:

The tools which we supply to the participants to use in the future must be given attention as designated. If the group is familiar with the concepts, then perhaps a quick review is all that is necessary (as is our inclination with the listening section). Without the proper use of the tools and techniques we give them, the team-building and peer coaching portions of the day can not be reinforced and may eventually fall part after they leave the session. Therefore, the day is loosely structured with a GUIDELINE for you to refer to as far as timeframes are concerned. If participants want more discussion time on a certain topic or have some enlightening tips or stories to share with the group, we should encourage this! Remember that sharing and "bonding," if you will, is also a large part of the process we are attempting to impart.

TEAM-BUILDING/PEER COACHING

TRAINER NOTES

1. WELCOME AND INTRODUCTION TO THE TEAM-BUILDING AND PEER COACHING SESSION. (30 minutes)

* Introduce self

* Facilitate a warm-up exercise that you are comfortable with. (10 minutes) Suggestion: Ask participants to introduce themselves and add a sentence about 1) how long they have been in the program, 2) how they got involved in the program (if applicable), and 3) what they like about it.

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* Give agenda and goals of the day. Participants may refer to objectives of the day in their workbooks on page 1. (10 minutes) ______________________________

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> Ask the participants what expectations they have of this training. Write the responses on a flipchart. Address the points one by one according to the day's goals or give resources on where they can find more information on a certain topic.

* Use connect-the-dot exercise. Ask participants to complete the exercise provided in their packet on page 2. If they are familiar with the exercise, ask them not to tell the other participants the strategy used. Give participants a few minutes to complete, give the correct answer, and then discuss. Participants will probably say that they thought they had to stay within the boundaries of the dots. Nothing was said about that, but it was assumed by our tendency to keep things neat, play by the rules and stay within bounds, even when those bounds are **assumed**, and are often only dictated by ourselves. Express your feeling that this is a very limiting habit. Express your feeling that you would like them to step out of their boundaries for the day and approach the content with an open mind...this will help to set the appropriate stage for the day. (10 minutes)

2. THE IMPACT OF TEAM-BUILDING ON THE SUCCESS OF INDIVIDUALS AND THE TEAM. (10 minutes)

OBJECTIVES: For participants to be able to understand the impact of this session and the impact it will have on their future team success.

* Ask a few participants to describe an experience where they remember feeling part of a team. What impact did that have on the project? What impact did that have on their motivation?

3. TEAM-BUILDING (90 minutes)

OBJECTIVES: Participants will be able to: 1. identify and define the concept of a team approach, 2. describe the interpersonal dynamics of a team, 3. develop group cohesiveness and productivity.

* Give the participants a definition of a team and the benefits of team building. Ask them to refer to the copy of this in their workbook on page 3. Discuss issues and facilitate discussion. (5-10 minutes)

TEAM--an energetic group of people who are committed to achieving common objectives, who work well together and enjoy doing so, and who produce high quality results. (Bob Nelson)

The Benefits of Team Building

- builds trust among the members
- creates a productive atmosphere where all team members win
- provides support to each other
- builds bridges between members, thus closing the gaps that may have been present
- provides synergy (the sum is greater than the parts)
- creates a sense of belonging
- creates commitment to personal and professional goals

* If possible, stress the point to the group how important it is that the team SHARE COMMON GOALS for successful team-building. Ask the group for agreement on this point.

* Ask the participants...Why do we use team-building methods...or when should a team participate? Write the responses on a flipchart. Some ideas follow: (5 minutes)

- When the group is working on important problems. Each member has a stake in the problems.

- The group has the power to do something about the problems.
- Group members are functionally interdependent.

- No significant members are missing, or unavailable for pursuing team work.

- The group feels pain or dissatisfaction...and THERE IS CLEAR MOTIVATION TO PROCEED.

* Ask participants to jot down on page 4 of their workbooks what they feel makes up a good team member. Give them a few minutes to complete and then ask them what they thought. Write the responses on a flipchart. Here are some additional ideas. A good team member: (10 minutes)

- recognizes that team activities are not win/lose situations.
- strives for consensus on decisions, objectives and plans.
- openly shares feelings, opinions, and perceptions.
- has an open mind...sees other's point of view.
- involves others in decision-making.
- commits to and understands the team's objectives
- shows genuine concern and support for others.
- encourages and appreciates comments regarding his/her own behavior.
- takes responsibility for problems personally.
- utilizes the new ideas and suggestions of others.
- acknowledges and respects individual differences and values.
- utilizes active listening and gives feedback.
- openly acknowledges conflict and confrontations.
- gets others involved in the issues.

* Ask the group to complete page 5 in their workbooks by writing down phrases that they feel limit or inhibit creativity. Give an example, ask for their opinions, write the responses on a flipchart and discuss. Here are some ideas: (10 minutes)

- We don't have the time.
- Don't be ridiculous.
- Let's wait and see.
- We've tried that before.
- Let's sleep on it.
- We're not ready for it.
- Why change it? We're doing o.k. now.
- We're too big (or small) for it.
- We've never done that before.
- Don't move too fast.
- It won't work for our field.
- Here we go again.
- Nobody else would agree to that.

> Facilitator Note: The point of this: sometimes we are our own worst enemies in limiting ourselves and our potential. When team-building processes are being used, some of the same principles apply as with brainstorming. It is important to remember that people's ideas cannot be repeatedly shot down. They will stop making suggestions and growth will naturally cease. The team effort involves support and should not be allowed to be a playground for negativism.

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* Elicit responses from the group that are door openers to the problem-solving process. Write the responses on a flipchart. Here are some suggestions. (10 minutes)
- Would you like to talk about it?
- Can I be of any help with this problem?
- I'd be interested to hear how you feel about it.
- Would it help to talk about it?
- Sometimes it helps to get it off your chest.
- I'd sure like to help if I can.
- Tell me about it.
- I've got the time if you have. Want to talk?

> Stress to the group that this is important to team problem-solving. When we stew over dilemmas, we can get backed into corners. Discussing it with other team members can open doors we may have overlooked. GROUP COHESIVENESS is the key to successful team-building and this will help the team to grow.

* Tell the participants that they have an exercise on page 6 of their workbooks on group problem-solving called the "Shoe Store." Tell the group that they are about to perform a group task in solving a mathematical problem. They are to arrive at consensus. Urge the participants to pay attention to how the group arrives at the conclusion, so that they can later discuss the process they observed. (30 - 45 minutes)

Divide the participants into groups, and ask them to read the scenario. When their group reaches a conclusion they raise their hands. The facilitator asks if all are in agreement, asks one member to explain the answer and how they reached it. Continue until they have reached the right answer (if reasonable).

SHOE STORE

A man went into a shoe store to buy a twelve-dollar pair of shoes. He handed the clerk a twenty-dollar bill. It was early in the day, and the clerk didn't have any one-dollar bills. He took the twenty-dollar bill and went to the restaurant next door, where he exchanged it for twenty one-dollar bills. He then gave the customer his change. Later that morning the restaurant owner came to the clerk and said, "This is a counterfeit twenty-dollar bill." The clerk apologized profusely, and took back the phoney bill and gave the restaurant owner two good ten-dollar bills. Not counting the cost of the shoes, how much money did the shoe store lose?"

Answer: $8.00

DISCUSSION: The facilitator discusses the communication by focusing on behaviors, such as:
-- Reacting negatively to the phrase "mathematical problem" and establishing artificial constraints.
-- Leaving the problem-solving to experts in the group.
-- Adopting pressuring tactics in reaching consensus.
-- Revealing anxiety feelings generated by observing groups who had reached the correct conclusion early.
-- Using "teaching aids" in convincing others (scraps of papers, visuals, real money).
-- Feeling distress if a wrong conclusion is reached.
-- Using listening checks and other communication-skills techniques. (Remind participants that this will be covered in-depth later in the day.)
-- Refusing to set aside personal opinion in order to reach consensus.

4. GIVING AND RECEIVING FEEDBACK (one hour)

OBJECTIVES: Participants will be able to: 1. define feedback and determine what it is, 2. identify the process on how to receive feedback, 3. discuss the framework for giving constructive feedback, 4. perform an exercise which demonstrates the art of giving and receiving feedback.

* Begin by discussing what feedback is. Participants have this chart in their workbook on page 7. (20 minutes)

Feedback is:

1. Given with care.	Feedback must be given with care to be useful. Concern should be felt for the recipient.
2. Properly motivated.	Your motives must be honest and should not be contaminated by the history of your relationship. Beware of how you are feeling and why you are experiencing that feeling.
3. Given with attention.	It is important to pay attention to what you are doing when giving feedback. Try to predetermine the consequences and anticipate how the person will react. Give feedback in a way that opens up dialogue.
4. Invited.	Feedback has its greatest impact when it is requested. The recipient should then explore further areas of concern as a result of receiving feedback.
5. Nonevaluating.	Any kind of judgment brings on defensiveness.
6. Fully expressed.	Feelings, as well as facts, must be explored and expressed in order to allow the recipient to understand fully the impact of his/her behavior.
7. Timed.	The person must be willing to hear and accept feedback. The closer feedback happens in relation to the behavior, the more useful it is to the person.

8. Specific.	Feedback is descriptive of observable behavior or feelings.
9. Likely to change the person.	Feedback is most likely to change the person if the person can do something about the weakness.
10. Useful in breaking self-defeating behavior.	Awareness of one's shortcomings is needed before one can begin to change.
11. A stimulator of defensiveness.	It is natural for people to feel defensive when hearing negative feedback. When you feel the need to be defensive, be sure that you make the other person aware that you know you are being defensive.
12. In need of being checked/clarified.	Explore the question of whether you have been effectively heard. Ask other members of your group/team if they share the same perception.
13. Two strokes for each poke.	Both positive and constructive comments should be given. When positive strokes are given, one questions the validity of them. If only negative strokes are given, one tends to become defensive. One is able to hear and receive feedback best when there are more positive than negative strokes.

Source: Roland Sullivan
The OD Coye.

* Review the "Receiving Feedback Requirements" with participants (page 9 of their workbooks): (15 minutes)

1. Listen carefully.	Be aware of how you are feeling and why you are experiencing that feeling. If these feelings bring defensiveness, be sure to make the other person aware that you know you are being defensive.
2. Be open.	Be willing to hear and accept feedback. Be aware when it resonates with reality regardless of the source. Your reception must be clear and should not be influenced by the history of your relationship.
3. Be open, not defensive.	It is natural for people to feel defensive when hearing negative feedback. Defensiveness impedes the process. Be willing to explore further areas of concern as a result of receiving feedback.
4. Paraphrase what you've heard.	Paraphrase what you think you hear to check/clarify your perceptions. Ask questions for further clarification and ask for specific examples in those areas which are unclear or in which disagreement exists.
5. Evaluate results.	Carefully evaluate the accuracy and evaluate what you have heard. Ask other members of your group/team if they share the same perception.
6. Be proactive.	Do not overreact. One of the main objectives of a helping relationship is to defeat self-defeating behavior. Awareness of your shortcomings is needed before you can begin to change. When desired, modify your behavior in suggested directions and then evaluate the outcomes.

*Feedback Framework/Exercise (30 minutes)

Divide the group into twos (have one group of three if necessary), and ask them to pick a topic of interest and give feedback based on the framework that is listed below TO EACH OTHER on that topic. One person starts, the process is carried out, and the roles are reversed. The facilitator notes the interaction. Encourage participants to follow the points discussed above and to follow the "framework for giving constructive feedback" that follows. Encourage participants to practice using the questions effectively and exhibiting the proper body language and tone as well. Ask them to make mental notes of specifics for the discussion following the experience. A copy of this is in their workbook on page 10 for them to refer to.

1. State the constructive purpose of your feedback.
2. Describe specifically what you have observed.
3. Describe your reactions.
4. Give the other person the opportunity to respond.
5. Offer specific suggestions.
6. Check other person's perspective.
7. Summarize and express your support.

Following the exercise, the facilitator leads a discussion, "How did you feel during the exercise...comments...etc."

5. ACTIVE LISTENING SKILLS (45 minutes)

OBJECTIVES: Participants will be able to: 1. identify listening skills that are appropriate, 2. modify their communication styles in order to encourage others to listen to them, 3. improve their listening skills by implementing the techniques discussed.

* ACTIVE LISTENING says "You are important to me."
--What you think
--How you feel
--What you need
--What you want
...We must understand and accept the above as real.

* ACTIVE LISTENING SKILLS
-- Use clarifying questions to be sure you understand.
-- Paraphrase what you think you heard.
-- Use summarizing, neutral and reflective statements.
-- Use questions effectively to:
discover, identify problems, invite decisions and commitments, add information, reduce tensions, prevent conflicts, insure involvement, require thinking, reflect active listening, trust and respect.

* Ask the participants what they feel are some methods they could practice which would improve their listening skill. Write the responses on a flipchart.______________________

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* Tell the participants that in their workbook (page 11) are effective methods to improving listening skills. Elaborate on the concepts as necessary.

-- Search for something you can use: find areas of common interest.
-- Take the initiative. Find out what the talker knows; go all the way to make the communication two-way. Show interest by using phrases like, "Really, you did," "Oh, I see," etc.
-- Work at listening. Practice listening energetically; it takes practice.
-- Focus your attention on ideas. Listen for the central ideas.
-- Take meaningful notes for a brief record of the discussion. It can be used for review or referral in later conversations.

-- Resist external distractions. Move to a quiet place if needed.
-- Hold your rebuttal: Watch out for hot buttons. Don't let the high-emotion words throw you.
-- Keep an open mind: Ask questions to clarify for understanding. Do not jump to conclusions or make judgments.
-- Capitalize on thought speed: Summarize. Develop your concentration on the immediate listening situation.
-- Practice regularly.
-- Analyze what is being said nonverbally.
-- Evaluate and be critical of content, not the speaker's delivery.

* Review the checklist with participants:

A CHECKLIST

BODY/TONE/WORDS

"What you are thunders so loudly, I cannot hear what you say." Emerson

We are judged more by actions (body movements, voice tone) than words. Although content is important, you need to pay attention to your nonverbal signals and your voice quality. Research shows that listeners place more emphasis on body and tone than words. When body communicates one message and words another, the body is considered to be telling the truth. When words contradict tone, the tone is far more revealing.

EXAMPLE: "He did not say he robbed the bank." Say this sentence several times with the emphasis on different words and see how the meaning of the sentence completely changes.

THE STOP RULE

When you ask a question STOP, after you ask the question. Do not rush to fill the silence. Some people need time to think to respond. allow the other person to begin...do not jump in with what you think s/he is going to say.

THE 80/20 RULE

During one-on-one conversation, strive to limit your speaking to 20 percent and actively listen the remaining 80 percent. You will learn so much more, be a much more effective coach, and people will reveal themselves to you. Use your 20 percent to pose thoughtful questions.

POOR LISTENERS

-- interrupt in an untimely manner
-- jump to conclusions
-- are inattentive
-- keep poor posture
-- change the subject abruptly
-- are impatient or in a hurry
-- prefer to talk
-- feel that the information is irrelevant or uninteresting

GOOD LISTENERS

-- use eye contact
-- ask questions to clarify a message
-- do not rush others
-- pay close attention
-- appreciate the power of silence
-- allow angry speakers to blow off steam
-- distinguish between facts and opinions
-- listen for understanding and meaning, not agreement.

Good listeners do not assume they know what the speaker is going to say, and they do not jump in and attempt to finish the sentence for him or her!

(There are lots of exercises that can be used here, but I don't think it's necessary in this section. There is a lot of material to cover throughout the day.)

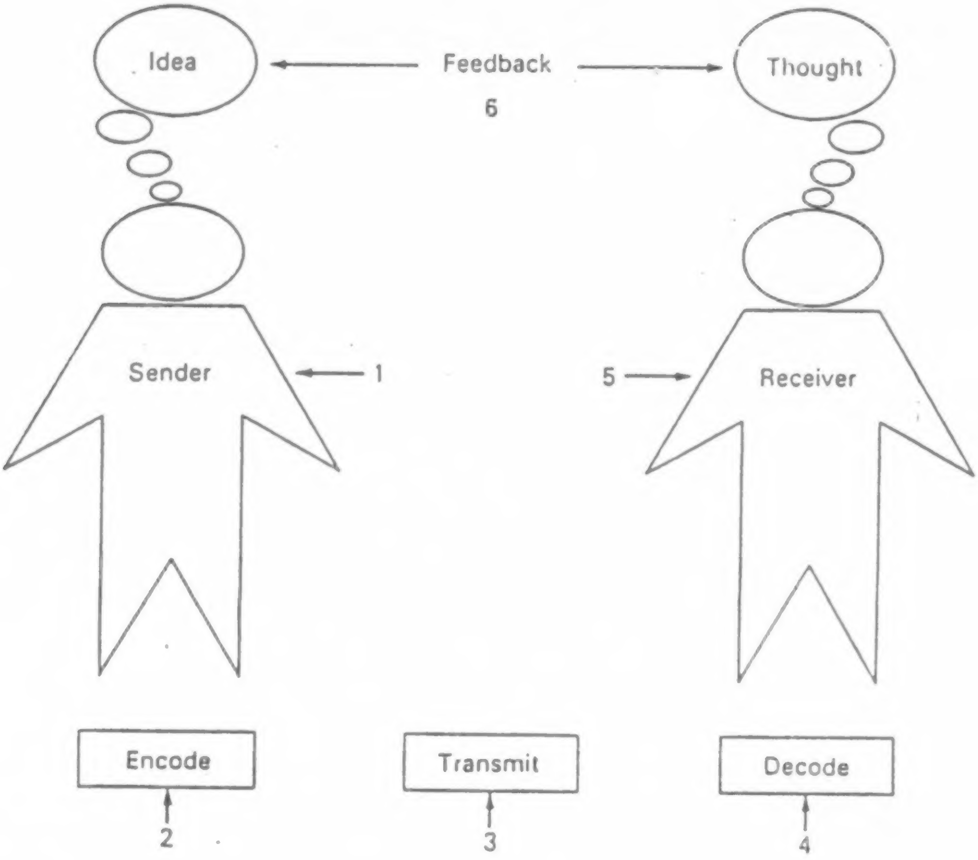
6. PEER COACHING (two hours and 45 minutes)

OBJECTIVES: Participants will be able to: 1. use coaching as a communications tool, 2. describe the importance of coaching to this team, 3. identify the key behaviors for effective coaching, 4. describe and demonstrate the application of coaching behaviors.

* Review the "communications as a process" section in coaching materials chapter 2, including: The sender wants to communicate an idea and encodes a message. The message is transmitted; the receiver must decode the message. In order to determine if the sender's message is in the mind of the receiver, the feedback phase is used, as was just discussed. (20 minutes)

Ask participants to refer to the diagram on page 13 of their workbooks when discussing the process.

THE COMMUNICATION PROCESS



* Show VIDEOTAPE on coaching skills and discuss. (There are note pages in the back of their workbooks thay may use for notes.) (30 minutes to one hour depending on discussion)

* Ask participants to complete the exercise called "What's it take to be an effective coach" on page 14 of their workbooks. Ask participants to share their responses and write the responses on a flipchart. Discuss. Some possible additions follow: (10 minutes)

TRAITS AND CHARACTERISTICS OF A GOOD COACH

shows personal interest
shows trust and confidence in people
stands behind others (backs them up, goes to bat)
practices good listening techniques
is sympathetic and understanding
gets the facts before jumping to conclusions
is patient
is objective NOT subjective
is firm but fair
makes others feel comfortable
is humble
is open and honest
doesn't pull surprises

* Ask participants to share their experiences of times when they admired a "coach" they may have had. Write some of the instances given on a flipchart. Here are some more: (10 minutes)

OCCASIONS WHEN COACHES WERE ADMIRED

when making corrections
when giving assignments/directions/orders
when seeking suggestions
when solving conflicts
during meetings
in casual conversation!!

* Ask the group what career functions and psychological functions peer coaching relationships have. Suggestions: (10 minutes)

CAREER FUNCTIONS	PSYCHOLOGICAL FUNCTIONS
information sharing	confirmation
career strategizing	emotional support
job-related feedback	personal feedback
	friendship

* State to the group that you recognize that they are a subculture within a larger culture; a small group within the a larger group; or a school within a school. (5 minutes)

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* Tell them to turn to page 15 in their workbooks on "Peer Coaching Principles." State to the group that you believe that if they work with the following principles, they will evolve into a stronger and more effective team. Discuss each principle with the group and if they want to take notes about the discussion, there are spaces provided. Ask participants for their experiences as you discuss each one: (30 minutes)

a. Concentrate on creating a reputation for being cooperative and working for the benefit of the school and the benefit of the students. Recognize that you and your team are part of a larger organization. When you cooperate with others, it is more likely they will be willing to cooperate with you.______________________

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b. Recognize the ability of your peers. Be fair in your praise of others' abilities and do not view all situations as a personal competition. By being fair, this will give you a reputation for being objective and allow you to be seen in a good light so others will be more receptive to your ideas and opinions.____________

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c. Give praise only when it is due. Do not be phony. When a situation does not deserve praise, do not invent it. Allow the facts to speak for themselves so that you can remain objective. Do not confuse the individual with praise and fault-finding comments in the one breath.____

____

____

d. Be available for one another. Be a sympathetic listener and coach for each other. Sometimes others' needs may come ahead of your own schedule. This action will reinforce the team effort. Being available also means within reason. You have to keep each other in check so that you are not taking advantage of each other. By helping others, they will do the same for you.

e. Encourage each other to prepare for advancement. Help each other in staying on target with career goals and the individuals learning plans. SUPPORT each other's efforts.

f. Have respect for the feelings of all of your peers. Objectivity does not mean you act with no feelings. Focus on the work to be done, the goal of the team and recognize the feelings that are present.

g. Express interest and compassion in other's views even if you do not agree. A good coach looks at all things from every angle and that includes the view you do not like or may not agree with. You may see the situation differently, but you have to be willing to understand where other people are coming from. The more clearly you see their view, the more open and honest you can be when expressing your own view.

h. Study one another. The more you know about one another, the better you can be in helping, developing and coaching one another.

*Discuss the principles and examples of the TRANSACTIONAL ANALYSIS section -- Chapter 9 in the coaching materials which is included as an addendum to this guide. (Each facilitator can address this material according to his or her own style and preference.) (30 minutes)

* PEER COACHING EXERCISE: (45 minutes total)

Divide the group into pairs. Have each participant identify one task for which they would be responsible for playing the role of a coach. Next, have them individually prepare for a role play of the coaching session with their partner...WHILE CONSCIOUSLY INCORPORATING THE PRINCIPLES DISCUSSED! (20 minutes)

Encourage them to use the notes they took on peer coaching principles during the role play. After the first role play, with one participant acting as coach and the other as peer, have the recipient of the coaching give reactions and feedback using the principles discussed during the feedback session. Then have the pair rotate roles so that each participant has the opportunity to play the role of coach.

If possible, observe various role plays in action so that during your summary you can emphasize effective behaviors you saw demonstrated and potential areas for development.

Suggested discussion questions: (20 minutes)

1. What was the most difficult aspect of preparing for the coaching session? for conducting the session?

2. How do severe time constraints affect the role of coaching? Do other peer roles take precedence over coaching?

3. What suggestions could you devise for your specific situation of peer coaching?

7. APPLYING THE ACTION PLANNING PROCESS

OBJECTIVES: Participants will be able to: 1. establish goals which are measurable (individuals can work on their own personal goals, or they may work on the goals of the group), 2. apply the Action Planning Process to the established goals, 3. share the action plans developed by individuals and teams within the group.

GIVE THIS A BRIEF OVERVIEW AS A REVIEW OF THEIR ILPs.
(15-20 minutes)

* Review the Action Planning Process.
Tell participants that this information will assist them in developing Action Plans which make the best use of their personal skills and interests, and will help them make optimal use of their time.

* Begin by reviewing the seven steps in the process. Have the diagram prepared on a flipchart; participants can refer to the diagram on page 17 of their workbooks, as well.

DIAGRAM: THE ACTION PLANNING PROCESS

A Vision

Begin Work --> --> --> Define a Goal

Monitor and Evaluate Action Plan

Assess Current Status

Implement the Action Plan

Define Obstacles

Develop the Action Plan and Delegate Responsibility

Rank Order Obstacles

ACTION PLANNING PROCESS

1. Creating a vision. A vision statement is a written statement of intention and direction which articulates the future. You may want to work with individuals to write their personal vision statement of their school program.

2. Establishing goals. The goals must be based upon and aligned with the direction of the vision statement. They should be clear, measurable statements of what it is they intend to accomplish. By definition, they are more short-term and specific to current situations than vision statements.

3. Assessing current status. Once a goal has been defined, the team must assess where it is in relation to the goal. Making a reliable assessment of where the team (or individual) is vis-a-vis the goal is its best insurance for developing an effective action plan.

4. Defining obstacles. For each goal that is defined, it is necessary to determine what obstacles stand in the way of the team (or individual) getting from where it is at the present to obtaining the goal. Once all the obstacles have been identified, they must be rank-ordered with the most significant obstacle first--in terms of its impact on obtaining the goal--the next most significant obstacle second, etc.

5. Action planning and delegating responsibility. Each identified obstacle requires a plan for addressing and eliminating it. The plan is developed by the individual or the team, and it must include who is responsible for what actions and when the plan will be accomplished.

6. Implementing. This refers to actually carrying out the agreed-upon action plan.

7. Monitoring the progress of the action plan. The final phase of action planning involves the team (or the individual) determining how it is going to monitor and evaluate the progress of the implementation of the plan, and who is responsible for this.

> NOTES: If the goal is not reached, it is possible that:
> 1. It could have been broken into smaller parts.
> 2. Other obstacles can appear, then re-evaluate and devise a plan to overcome it.
> 3. If you cannot overcome the first obstacle, move to next one and come back to the problem one later...THAT IS OKAY!!

POINTS TO MAKE CLEAR:

--The action planning process requires perseverance, determination, and a commitment to achieve the vision (future).

--Start from what CAN be...not what cannot be -- therefore, always begin action planning from a vision, or a higher, greater goal that can be broken down into smaller goals for the process.

* Encourage participants to use this tool in all facets of their lives. It is a very effective tool and can keep you on course for all your goals whether personal, professional or group goals.

WORKSHEET: ACTION PLANNING

GOAL:

CURRENT STATUS:

OBSTACLES:

PLAN FOR OVERCOMING OBSTACLE #_____:

WHO IS RESPONSIBLE:

PROJECTED COMPLETION:

METHOD OF EVALUATING PROGRESS OF THE PLAN:

DATE GOAL ACHIEVED:

EVALUATION OF THE ACTION PLAN:

TEAM-BUILDING
PEER COACHING

Participant's Guide

TEAM-BUILDING/PEER COACHING

Preview

OBJECTIVES: Participants will be able to:

1. explain the principles and practices of team-building.

2. support each other in the implementation of a continued team-building and peer coaching structure.

3. develop and promote cohesion within the team to enable successful practice sessions of peer coaching.

4. develop and utilize tools and techniques for team-building and peer coaching within the team. Some tools and techniques include: problem-solving, communication skills, active listening, coaching, feedback, and the action-planning process.

AGENDA:

1. Welcome and Introductions
2. Team-Building and Problem-Solving
3. Feedback

   LUNCH

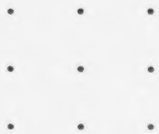
4. Active Listening
5. Peer Coaching and Communication Skills
6. Action Planning

CONNECT THE DOTS

Instructions:

--Use 4 straight lines to connect all 9 dots

--Lines must be continuous (pencil should not leave the paper)



TEAM-BUILDING

TEAM- an energetic group of people who are committed to achieving common objectives, who work well together and enjoy doing so, and who produce high quality results. (Bob Nelson)

The Benefits of Team Building

- builds trust among the members
- creates a productive atmosphere where all team members win
- provides support to each other
- builds bridges between members, thus closing the gaps that may have been present
- provides synergy (the sum is greater than the parts)
- creates a sense of belonging
- creates commitment to personal and professional goals

QUALITIES OF A GOOD TEAM MEMBER

PHRASES THAT LIMIT OR INHIBIT CREATIVITY

SHOE STORE

A man went into a shoe store to buy a twelve-dollar pair of shoes. He handed the clerk a twenty-dollar bill. It was early in the day, and the clerk didn't have any one-dollar bills. He took the twenty-dollar bill and went to the restaurant next door, where he exchanged it for twenty one-dollar bills. He then gave the customer his change. Later that morning the restaurant owner came to the clerk and said, "This is a counterfeit twenty-dollar bill." The clerk apologized profusely, and took back the phoney bill and gave the restaurant owner two good ten-dollar bills. Not counting the cost of the shoes, how much money did the shoe store lose?"

Feedback is:

1. Given with care.	Feedback must be given with care to be useful. Concern should be felt for the recipient.
2. Properly motivated.	Your motives must be honest and should not be contaminated by the history of your relationship. Beware of how you are feeling and why you are experiencing that feeling.
3. Given with attention.	It is important to pay attention to what you are doing when giving feedback. Try to predetermine the consequences and anticipate how the person will react. Give feedback in a way that opens up dialogue.
4. Invited.	Feedback has its greatest impact when it is requested. The recipient should then explore further areas of concern as a result of receiving feedback.
5. Nonevaluating.	Any kind of judgment brings on defensiveness.
6. Fully expressed.	Feelings, as well as facts, must be explored and expressed in order to allow the recipient to understand fully the impact of his/her behavior.
7. Timed.	The person must be willing to hear and accept feedback. The closer feedback happens in relation to the behavior, the more useful it is to the person.
8. Specific.	Feedback is descriptive of observable behavior or feelings.
9. Likely to change the person.	Feedback is most likely to change the person if the person can do something about the weakness.
10. Useful in breaking self-defeating behavior.	Awareness of one's shortcomings is needed before one can begin to change.

11.	A stimulator of defensiveness.	It is natural for people to feel defensive when hearing negative feedback. When you feel the need to be defensive, be sure that you make the other person aware that you know you are being defensive.
12.	In need of being checked/clarified.	Explore the question of whether you have been effectively heard. Ask other members of your group/team if they share the same perception.
13.	Two strokes for each poke.	Both positive and constructive comments should be given. When positive strokes are given, one questions the validity of them. If only negative strokes are given, one tends to become defensive. One is able to hear and receive feedback best when there are more positive than negative strokes.

WHEN RECEIVING FEEDBACK:

1.	Listen carefully.	Be aware of how you are feeling and why you are experiencing that feeling. If these feelings bring defensiveness, be sure to make the other person aware that you know you are being defensive.
2.	Be open.	Be willing to hear and accept feedback. Be aware when it resonates with reality regardless of the source. Your reception must be clear and should not be influenced by the history of your relationship.
3.	Be open, not defensive.	It is natural for people to feel defensive when hearing negative feedback. Defensiveness impedes the process. Be willing to explore further areas of concern as a result of receiving feedback.
4.	Paraphrase what you've heard.	Paraphrase what you think you hear to check/clarify your perceptions. Ask questions for further clarification and ask for specific examples in those areas which are unclear or in which disagreement exists.
5.	Evaluate results.	Carefully evaluate the accuracy and evaluate what you have heard. Ask other members of your group/team if they share the same perception.
6.	Be proactive.	Do not overreact. One of the main objectives of a helping relationship is to defeat self-defeating behavior. Awareness of your shortcomings is needed before you can begin to change. When desired, modify your behavior in suggested directions and then evaluate the outcomes.

FRAMEWORK FOR GIVING CONSTRUCTIVE FEEDBACK

1. State the constructive purpose of your feedback.
2. Describe specifically what you have observed.
3. Describe your reactions.
4. Give the other person the opportunity to respond.
5. Offer specific suggestions.
6. Check other person's perspective.
7. Summarize and express your support.

TECHNIQUES FOR IMPROVING YOUR LISTENING SKILLS

-- Search for something you can use: find areas of common interest.

-- Take the initiative. Find out what the talker knows; go all the way to make the communication two-way. Show interest by using phrases like, "Really, you did," "Oh, I see," etc.

-- Work at listening. Practice listening energetically; it takes practice.

-- Focus your attention on ideas. Listen for the central ideas.

-- Take meaningful notes for a brief record of the discussion. It can be used for review or referral in later conversations.

-- Resist external distractions. Move to a quiet place if needed.

-- Hold your rebuttal: Watch out for hot buttons. Don't let the high-emotion words throw you.

-- Keep an open mind: Ask questions to clarify for understanding. Do not jump to conclusions or make judgments.

-- Summarize. Develop your concentration on the immediate listening situation.

-- Practice regularly.

-- Analyze what is being said nonverbally.

-- Evaluate and be critical of content, not the speaker's delivery.

A CHECKLIST

BODY/TONE/WORDS

"What you are thunders so loudly, I cannot hear what you say." Emerson

EXAMPLE: "He did not say he robbed the bank."

THE STOP RULE

THE 80/20 RULE

POOR LISTENERS

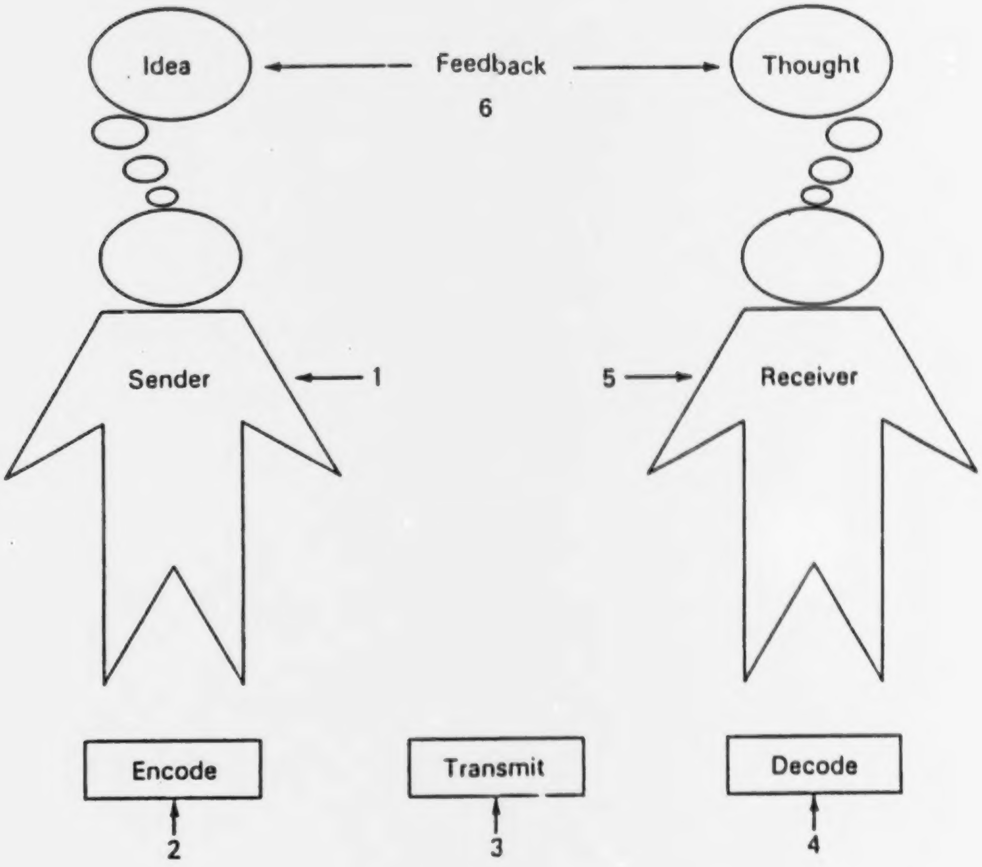
-- interrupt in an untimely manner
-- jump to conclusions
-- are inattentive
-- keep poor posture
-- change the subject abruptly
-- are impatient or in a hurry
-- prefer to talk
-- feel that the information is irrelevant or uninteresting

GOOD LISTENERS

-- use eye contact
-- ask questions to clarify a message
-- do not rush others
-- pay close attention
-- appreciate the power of silence
-- allow angry speakers to blow off steam
-- distinguish between facts and opinions
-- listen for understanding and meaning, not agreement.

Good listeners do not assume they know what the speaker is going to say and they do not jump in and attempt to finish the sentence for them!

THE COMMUNICATION PROCESS



What's it take to be an effective coach?

PEER COACHING PRINCIPLES

a. Concentrate on creating a reputation for being cooperative and working for the benefit of the school and the benefit of the students. Recognize that you and your team are part of a larger organization. When you cooperate with others, it is more likely they will be willing to cooperate with you.

b. Recognize the ability of your peers. Be fair in your praise of others' abilities and do not view all situations as a personal competition. By being fair, this will give you a reputation for being objective and allow you to be seen in a good light so others will be more receptive to your ideas and opinions.

c. Give praise only when it is due. Do not be phony. When a situation does not deserve praise, do not invent it. Allow the facts to speak for themselves so that you can remain objective. Do not confuse the individual with praise and fault-finding comments in the one breath.

d. Be available for one another. Be a sympathetic listener and coach for each other. Sometimes others' needs may come ahead of your own schedule. This action will reinforce the team effort. Being available also means within reason. You have to keep each other in check so that you are not taking advantage of each other. By helping others, they will do the same for you.

e. Encourage each other to prepare for advancement. Help each other in staying on target with career goals and the individuals learning plans. SUPPORT each other's efforts. ______________________________

____

____

f. Have respect for the feelings of all of your peers. Objectivity does not mean you act with no feelings. Focus on the work to be done, the goal of the team and recognize the feelings that are present. ______________

____

____

g. Express interest and compassion in other's views even if you do not agree. A good coach looks at all things from every angle and that includes the view you do not like or may not agree with. You may see the situation differently, but you have to be willing to understand where other people are coming from. The more clearly you see their view, the more open and honest you can be when expressing your own view.

____

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h. Study one another. The more you know about one another, the better you can be in helping, developing and coaching one another. ______________________

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DIAGRAM: THE ACTION PLANNING PROCESS

A Vision

Begin Work --> --> --> Define a Goal

Monitor and Evaluate Action Plan

Assess Current Status

Implement the Action Plan

Define Obstacles

Develop the Action Plan and Delegate Responsibility

Rank Order Obstacles

ACTION PLANNING PROCESS

1. Creating a vision. A vision statement is a written statement of intention and direction which articulates the future. You may want to work with individuals to write their personal vision statement of their school program.

2. Establishing goals. The goals must be based upon and aligned with the direction of the vision statement. They should be clear, measurable statements of what it is they intend to accomplish. By definition, they are more short-term and specific to current situations than vision statements.

3. Assessing current status. Once a goal has been defined, the team must assess where it is in relation to the goal. Making a reliable assessment of where the team (or individual) is vis-a-vis the goal is its best insurance for developing an effective action plan.

4. Defining obstacles. For each goal that is defined, it is necessary to determine what obstacles stand in the way of the team (or individual) getting from where it is at the present to obtaining the goal. Once all the obstacles have been identified, they must be rank-ordered with the most significant obstacle first--in terms of its impact on obtaining the goal--the next most significant obstacle second, etc.

5. Action planning and delegating responsibility. Each identified obstacle requires a plan for addressing and eliminating it. The plan is developed by the individual or the team, and it must include who is responsible for what actions and when the plan will be accomplished.

6. Implementating. This refers to actually carrying out the agreed-upon action plan.

7. Monitoring the progress of the action plan. The final phase of action planning involves the team (or the individual) determining how it is going to monitor and evaluate the progress of the implementation of the plan, and who is responsible for this.

WORKSHEET: ACTION PLANNING

GOAL:

CURRENT STATUS:

OBSTACLES:

PLAN FOR OVERCOMING OBSTACLE #_____:

WHO IS RESPONSIBLE:

PROJECTED COMPLETION:

METHOD OF EVALUATING PROGRESS OF THE PLAN:

DATE GOAL ACHIEVED:

EVALUATION OF THE ACTION PLAN:

WORKSHEET: ACTION PLANNING

GOAL:

CURRENT STATUS:

OBSTACLES:

PLAN FOR OVERCOMING OBSTACLE #_____:

WHO IS RESPONSIBLE:

PROJECTED COMPLETION:

METHOD OF EVALUATING PROGRESS OF THE PLAN:

DATE GOAL ACHIEVED:

EVALUATION OF THE ACTION PLAN:

WORKSHEET: ACTION PLANNING

GOAL:

CURRENT STATUS:

OBSTACLES:

PLAN FOR OVERCOMING OBSTACLE #_____:

WHO IS RESPONSIBLE:

PROJECTED COMPLETION:

METHOD OF EVALUATING PROGRESS OF THE PLAN:

DATE GOAL ACHIEVED:

EVALUATION OF THE ACTION PLAN:

NOTES:

NOTES:

F. Individualized Learning Plan (ILP) worksheets

Spanish Project: Individualized Learning Plan

As a participant in the enrichment program for teachers involved in the Spanish environment, you will have the opportunity to do an Individualized Learning Plan (ILP) and to meet individually with a mentor from the University of Minnesota consulting team for discussion and feedback. The purpose of this activity is to help you develop professionally in a planned way that gives you control over the process rather than just having it happen.

These meetings will be scheduled with you for about one hour during the week of December 11th or the week of December 18th. There is a sign-up sheet provided for you to check off possible times you would be available to meet in December. Further followup will occur during the year in the two-hour sessions after the monthly teambuilding workshops.

* * * * * * * * *

ILP sheets are attached. Please use them to help you think through the process of your career growth goals and the resources you will need to accomplish them. Feel free to use an extra sheet of paper if you need it. Bring this plan, along with your questions and concerns, to your scheduled meeting in December.

Use the following questions to guide your thoughts about your learning needs and goals as you work through your ILP.

- Where do I want to be in terms of my career growth five years from now? two years from now? one year from now?
- What are my present strengths that will help me reach my goals:
  - abilities?
  - interests?
  - personal characteristics (e. g., energy level, self-discipline, attitude, etc.)?
- What are my limitations (e.g., finances, family needs, time, health, friends, etc.)?
- How reasonable are my goals, i.e., do I believe I can/will achieve them?
- What effects might my goals have on my family? my life style?
- What developmental help will I need to reach my goals?
- What developmental activities will help me reach my goals?
- What knowledge, skills, and/or abilities will I need to develop in order to achieve my goals?
- What help will I need for achieving my learning goals?
- Where will I get the help I need?
- What are my resources (e.g., self-study, inservice, workshops, travel, university/college courses, programmed study, etc.)?

Spanish Project: Individualized Learning Plan

Please use this inventory sheet to help you in the self-assessment and career planning process.

What Are My Professional Goals?	What Help Do I Need to Accomplish Them?	Where Do I Get that Help?	When Will I Do This?
One year from now:			

Name:______________________________ **Date:**__________

Spanish Project: Individualized Learning Plan

Please use this inventory sheet to help you in the self-assessment and career planning process.

What Are My Professional Goals?	What Help Do I Need to Accomplish Them?	Where Do I Get that Help?	When Will I Do This?
Two years from now:			

Name:____________________________________ **Date:**____________

Spanish Project: Individualized Learning Plan

Please use this inventory sheet to help you in the self-assessment and career planning process.

What Are My Professional Goals?	What Help Do I Need to Accomplish Them?	Where Do I Get that Help?	When Will I Do This?
Five years from now:			

Name: ____________________________________ **Date:** ____________

G. Principals' workshop handouts

AGENDA

WORKSHOP FOR SCHOOL PRINCIPALS
ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAMS

MINNEAPOLIS, MINNESOTA
AUGUST 21, 1990

Carol Ann Pesola, Presenter
Concordia College, Moorhead, Minnesota

I. How children learn languages--and are they really better?

II. Communicative language teaching--how it looks and feels

III. Program models for elementary school foreign languages

IV. Content-based instruction: implications for planning

V. Program planning and articulation

VI. Looking at instruction--guidelines and suggestions

TYPES OF ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAMS

Carol Ann Pesola, University of Minnesota
(Concordia College, Moorhead, MN)
Helena Anderson Curtain, Milwaukee Public Schools

IMMERSION PROGRAMS

Language immersion is an approach to second language instruction in which the usual curriculum activities are conducted in a second language. This means that the new language is the medium as well as than the object of instruction. Children in United States and Canadian immersion programs are English speakers who are learning to speak a foreign language such as French, German, Spanish, or Chinese. The goals most commonly found in immersion programs are:

Immersion Goals

1) Functional proficiency in the second language; children are able to communicate in the second language on topics appropriate to their age level
2) Mastery of subject content material of the school district curriculum
3) Cross-cultural understanding
4) Achievement in English language arts comparable to or surpassing the achievement of students in English-only programs

Immersion programs vary in the amount of time devoted to instruction in the second language (total or partial immersion), and in the level of entry (early, middle or late immersion). The following definitions will clarify terms and concepts associated with immersion in the United States and Canada:

Total Immersion

The second language is used for the entire school day during the first two or three years. In early total immersion programs reading is taught through the second language. Instruction by means of English is introduced gradually and the amount of English is increased until the sixth grade, where up to half the day is spent in English and half in the second language.

Partial Immersion

Instruction is in the second language for part (at least half) of the school day. The amount of instruction in the second language usually remains constant throughout the elementary school program. In early partial immersion programs students frequently learn to read in both languages at the same time.

Early Immersion

Students begin learning through the second language in the kindergarten or first grade.

Late Immersion

Students begin learning through the second language at the end of elementary school or the beginning of middle school or high school. Many students entering late immersion programs have had previous foreign

Late immersion programs may involve 90-100% of the instruction in the second language for the first year and 50-80% for one or two years after that, or 50-60% throughout. This model is more common in Canada than in the United States.

Two-Way Immersion

Two-way immersion, or bilingual programs, are similar to regular immersion programs except that the students include native speakers of the target language as well as native speakers of English. The ideal goals of two=way immersion, in addition to subject content mastery, are that the English speaking students become functionally proficient in the second language and that the second language speakers become functionally proficiient in English.

FLES PROGRAMS

(Foreign Language in the Elementary School)

FLES has sometimes been used as a general term to describe all foreign language programs at the elementary level. However, FLES is most appropriately used to describe a particular type of elementary school foreign language program, one that is taught one to five times per week for class periods of twenty minutes to an hour or more. Some FLES classes integrate other areas of the curriculum, but, because of time limitations, the focus of these classes is most often the second language itself and its culture.

Goals:

FLES programs, like immersion programs, have functional proficiency in the second language as their goal, although FLES students do not attain as high a proficiency level as immersion students. The level of proficiency will vary with the amount of time available for language instruction. Listening and speaking skills tend to be emphasized more than reading and writing. FLES programs are part of a long sequence of language study and lead to continuing courses at the secondary level.

Content-enriched FLES

Some FLES programs are "content-enriched," which means that some subject content is taught in the foreign language, and more than an hour a day but less than half the day is spent in the foreign language. The lesser amount of time spent in teaching subject content through the language distinguishes this model from the immersion models. Content-enriched FLES differs from other forms of FLES in that there is a focus on subject content instruction rather than on language instruction alone.

In content-enriched FLES programs functional proficiency in the second language is possible to a greater degree than in a regular FLES program because of the greater range of topics covered and the greater amount of time spent in language use. There is an additional goal of mastery of the subject content taught in the second language.

EXPLORATORY PROGRAMS

Exploratory programs, often referred to as FLEX (Foreign Language Exploratory or Experience) programs, are self-contained, short-term programs, usually ranging in length from 3 weeks to one year. They may occur in the elementary school, but they are found most often at the middle school/junior high level. Exploratory programs have many variations, depending on the goals of the individual district. At one extreme is the course which introduces language primarily through a high-quality language learning experience. At the other extreme is the course about language, taught largely in English. The courses which emphasize language learning experiences hold the greatest implications for program planning. Students learn enough language in such courses that they will not be total beginners in their next class in the same language, and some attention to articulation of language content will be required.

Exploratory Goals:

Among the most common goals of exploratory programs are:

--introduction to language learning
--awareness and appreciation of foreign culture
--appreciation of the value of communicating in another language
--enhanced understanding of English
--motivation to further language study

HAC 11/87

HYPOTHESES ABOUT SECOND LANGUAGE LEARNING: S. KRASHEN

1. The acquisition/learning hypothesis

2. The natural order hypothesis

3. The monitor hypothesis

   The monitor functions most successfully when these conditions are met:

   --Time (is not a factor)
   --Focus on Form (is appropriate)
   --Speaker/listener knows the rule

4. The input hypothesis

   --Input should be at student's "i + 1"
   --Speaking "emerges" without being taught

5. The affective filter hypothesis

   The affective filter is affected by these variables:
   --Anxiety
   --Motivation
   --Self-confidence

TENETS OF COMMUNICATIVE COMPETENCE
(Sandra Savignon)

1. Language use is creative.

2. Language use consists of many abilities in a broad communicative framework.

3. L2 learning, like L1, begins with the needs and interests of the learner.

4. Analysis of learner needs and interests is the most effective basis for materials development.

5. The basic unit of practice should always be a text or a chunk of DISCOURSE. Production should begin with conveyance of meaning. Formal accuracy in the beginning stages should be neither required nor expected.

6. The teacher assumes a variety of roles to permit learner participation in a wide range of communicative situations.

from Savignon, Sandra. Communicative Competence. (1983), p. 23-4

CONDITIONS NECESSARY FOR SECOND LANGUAGE ACQUISITION

1. Input is comprehensible.
2. Input is interesting, meaningful.
3. There is sufficient input.
4. Input is NOT grammatically sequenced.
5. Input is negotiated.
6. Instruction provides tools for conversational management.
7. Instruction provides opportunity for comprehensible output.
8. Affective filter is low.

CHARACTERISTICS OF CARETAKER SPEECH

- Slower rate
- Distinct pronunciation
- Shorter, less complex sentences
- More rephrasing
- More repetition
- Frequent meaning checks
- Gesture and visuals
- Concrete referents
- RELEVANCE
- Treating learners "as if"

SELECTED
PROFICIENCY LEVELS
CHARACTERISTICS AND TECHNIQUES

from Alice Omaggio
Teaching Language in Context

Proficiency Level: NOVICE

Characterized by:

- Memorized utterances
- 1-2 word answers
- Naming, identifying
- Personal information
- Minimal courtesy

Techniques:

- Personalized questions
- Personalized true/false
- Word associations
- Group puzzles
- Surveys and polls
- Forced choice (Either/or questions)

Proficiency Level: INTERMEDIATE

Characterized by:

- Can create with language
- Short sentences
- Short conversations
- Can ask and answer questions
- Some accuracy--basic structures

Techniques:

- Personalized quesitons, completions, True/False
- Dialogue/story adaptation
- Create a story with visuals
- Chain stories
- Describing objects/processes
- Surveys and polls
- Paired interviews
- Social interaction activities
- Group consensus/problem solving
- Storytelling
- Role plays
- Elaboration

. . . .

Proficiency Level: ADVANCED

Characterized by:

Able to speak in paragraphs
Narrate and describe in past, present, and future time
Full participant in conversations
Elementary grammar quite accurate
Accent intelligible
Can deal with situations in which there are complications

Techniques:

All intermediate techniques
PLUS
Situations with complications
Reactions to opinion questions

RESEARCH TO SUPPORT RATIONALE FOR ELEMENTARY SCHOOL FOREIGN LANGUAGES

Carol Ann Pesola, Concordia College, Moorhead, MN

Andrade, et al. "Two Languages for All Children: Expanding to Low Achievers and the Handicapped." in Languages in Elementary Schools, Kurt E. Muller, Ed. New York: The American Forum, 1989, p. 177-203.
Describes student performance in the Cincinnati Foreign Language Magnet Program: these children score well above anticipated national norms in both reading and mathematics, and higher than the average of all magnet school participants, despite the fact that they represent a broad cross-section of the Cincinnati community.

Barick, Henri C., and Merrill Swain. "Three-Year Evaluation of a Large Scale Early Grade French Immersion Program: The Ottawa Study." Language Learning 25:1 (1975) 1-30.
Evaluation of school performance in comparison with all-English program. Confirms positive results of previous research.

Bastian, Terry R. "An investigation into the effects of second language learning on achievement in English". DA 40 (12-A, Pt 1) (1980): 6176-6177. U of Idaho.
Graduating high school seniors with two or more years of foreign language study showed significant superiority in performance on achievements tests in English, when compared with non-foreign language students.

Brega, Evelyn and John M. Newell. "High-School Performance of FLES and Non-FLES Students." Modern Language Journal 51 (1967): 408-411.
Compares performance of two groups of eleventh-grade students on MLA French examination (Advanced form) in listening, speaking, reading and writing. One group of students had begun French in grade 7, the other group had also had 80 minutes per week of FLES beginning in Grade 3. FLES students outperformed non-FLES students in every area.

Campbell, Russell N., et al. "Foreign Language Learning in the Elementary Schools: A Comparison of Three Language Programs." The Modern Language Journal 69: 1 (1985): 44-54.
Compares language skills of students in FLES, partial immersion and immersion programs who had studied the language for four to seven years.

Campbell, William J. Some Effects of Teaching Foreign Language in the Elementary Schools. Hicksville Public Schools, NY: Dec 1962. ED013022
Contrasts performance in all school subjects of FLES (20 minutes per day) and non-FLES students, all selected to have IQ of 120 or above. Data collected over 3 years suggests that FLES has a positive effect.

Cohen, Andrew. "The Culver City Spanish Immersion Program: The First Two Years." Modern Language Journal 58:3 (1974): 95-103.
Demonstrates student progress in second language acquisition while maintaining par with English-speaking peers in math, other basic subjects.

Diaz, Rafael Miguel. "The Impact of Second-Language Learning on the Development of Verbal and Spatial Abilities." DA 43 (04-B) (1983): 1235. Yale U.
Supports the claim that bilingualism fosters the development of verbal and spatial abilities.

Donoghue, Mildred R. "Recent Research in FLES (1975-80)." Hispania 64 (1981): 602-4.
Cites and summarizes basic research in FLES.

Garfinkel, Alan, and Keith E. Tabor. "Elementary School Foreign Languages and English Reading Achievement: A New View of the Relationship. Unpublished manuscript, Purdue University, 1987.
Elementary school students of average academic ability showed improved reading achievement after participation in a voluntary before- and after-school FLES program.

Genesee, Fred. "Bilingual education of majority-Language children: The Immersion experiments in review. Applied Psycholinguistics 4 (1983): 1-46.
Reviews structures and research findings pertaining to a variety of program models in the U.S. and Canada. Concludes that this approach is feasible in diverse settings for diverse school populations.

Genesee, Fred. Learning Through Two Languages: Studies of Immersion and Bilingual Education. Cambridge, MA: Newbury House, 1986.
This complete review of immersion and bilingual education integrates program data, research findings, theoretical discussions and educational implications.

Genesee, Fred. "Second Language Learning Through Immersion: A Review of U.S. Programs." Review of Educational Research 55:4 (1985): 541-561.
Reviews Culver City, Montgomery County, Cincinnati, San Diego, comparing them with Canadian immersion programs. Compares first-language development and growth in academic areas.

Holobow, Naomi, et al. "The Effectiveness of a Partial Immersion French Program for Students from Different Ethnic and Social Class Backgrounds." Montreal: McGill University, Department of Psychology, 1988.
Reports the results of a four-year study of Cincinnati immersion programs. Researchers conclude that immersion students score comparably with students in English-only programs in all basic skills areas; working-class immersion students, both black and white, scored as well as middle-class students on measures of their listening and oral performance in French.

Horstmann, Carmen Castells. "The Effect of Instruction in Any of Three Second Languages on the Development of Reading in English-speaking Children." DA 40 (07-A) (1980): 3840.
Compared reading scores in Cincinnati program between French, German and 328
Spanish learners in grade 2 and a control group. There were no deficiencies. German group showed a significant positive difference over control group.

Johnson, Charles E., and Joseph S. Flores and Fred P. Ellison. "The Effect of Foreign Language Instruction on Basic Learning in Elementary Schools." Modern Language Journal 47 (1963): 8-11.
Performance on Iowa Test of Basic Skills was compared for fourth-graders receiving 20 minutes per day of audio-lingual Spanish instruction and similar students receiving no Spanish instruction. No significant loss in achievement in other subjects was found; the experimental group showed greater achievement in reading vocabulary and comprehension.

Landry, Richard G. "A Comparison of Second Language Learners and Monolinguals on Divergent Thinking Tasks at the Elementary School Level." *Modern Language Journal* 58 (1974): 10-15.
Divergent thinking ability was improved for FLES participants over non-FLES participants after 5 years of schooling, although no significant difference was found after three years of schooling.

Lipton, Gladys C. "Anne Arundel County Public Schools FLEX Program: They Love Foreign Languages for Children!" *The Many Faces of Foreign Languages in the Elementary School: FLES, FLEX, and Immersion."* AATF FLES/Exploratory National Commission Report, 1985: 49-57.
Describes LEX program: 30 minutes per week, taught by volunteers in many languages, all grades. ITBS scores for participants were higher than those for non-participants.

Lopata, Esther W. "FLES and Academic Achievement." *French Review* 36 (1963): 499-507.
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Masciantonio, Rudolph. "Tangible Benefits of the Study of Latin: A Review of Research." *Foreign Language Annals* 10 (1977): 375-382.
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Peal, Elizabeth and Wallace E. Lambert. "Bilingualism and Intelligence." Psychological Monographs 76:27 (1962)
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FLES students were found to have significantly better performance in listening, speaking and writing when compared to non-FLES students at the end of an intermediate-level high school French class.

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Review of theory and research.

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Building a Quality Elementary School Foreign Language Program: Planning for Success

CHILD DEVELOPMENT AND SECOND LANGUAGE ACQUISITION

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PROGRAM PLANNING AND IMPLEMENTATION

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Schinke-Llano, Linda. *Foreign Language in the Elementary School: State of the Art*. New York: Harcourt Brace, 1985.

Tegarden, R. Stephen, and Christine L. Brown. "School District Perspectives on Elementary-School Language Programs." p. 79-98 in *Languages in Elementary Schools*. Kurt E. M)ller, ed. New York: The American Forum for Global Education, 1989.

BASIC ELEMENTS OF TOTAL PHYSICAL RESPONSE (TPR)

Dr. James J. Asher, Berty Segal, David Wolfe, others

1. Teacher uses commands, students respond with actions, not words
   a. whole body
   b. manipulation of concrete objects
   c. use of pictures

2. New concepts are taught through the body.

3. After introduction, commands are recombined to create novelty, unpredictability.

4. Commands increase in length and complexity, calling for a series actions as soon as possible.

5. All activities take place in the target language.

6. Students are neither required nor taught to speak.

7. Speaking emerges when students have had enough listening experience, usually in the form of role reversal.

Culture applications:
- Model target culture gestures and action sequences.
- Create fantasy culture experiences
- Incorporate realia and authentic materials

BASIC PRINCIPLES OF NATURAL APPROACH

Tracy Terrell

Student stage 1: Comprehension (preproduction)
   a. TPR
   b. Descriptions of pictures and persons
      Information is associated with class members
      Students respond with names

Student stage 2: Early speech production
   a. Yes-no questions
   b. Either-or questions
   c. Single/two-word answers
   d. Open-ended sentences
   e. Open dialogues
   f. Interviews

Student stage 3: Speech emerges
   a. Games and recreational activities
   b. Content activities
   c. Humanistic-affective activities
   d. Information-problem-solving activities

Culture applications:
- Use pictures and realia from the culture (Stages 1, 2)
- Use games from the target culture (Stage 3)
- Teach cultural information as subject content (Stage 3)
- Use cultural and global information for problem-solving activities (Stage 3)

COMPONENTS OF THE PLANNING PROCESS

_____ Philosophy

_____ Goals

_____ Budget

_____ Resources

_____ Program Model

_____ Staffing

_____ Support of Existing District Staff

    _____ o Administrators

    _____ o Classroom Teachers

    _____ o Language Teachers

_____ Choice of Language(s)

_____ Who Should Study Languages?

_____ Scheduling

_____ Curriculum

_____ Integration with Basic Curriculum

_____ Articulation with MS and HS

_____ Insuring Parent Involvement

_____ Building Public Relations

_____ Establishing a Timeline

_____ Program Evaluation

Adapted from : Curtain, Helena, and Carol Ann Pesola. Languages and Children: Making the Match. Reading, MA: Addison-Wesley, 1988.

CURRICULUM GUIDELINES FOR ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAMS

1. Children learn languages best without recourse to English.
2. Successful language learning activities emphasize comprehension rather than speaking at the beginning stages.
3. Language learning should occur in a meaningful communicative context: social/cultural situations, games, songs and rhymes, experiences with arts, crafts, sports.
4. Language learning for young children should be organized in terms of concrete experiences; thus considerable planning should go into the use of visuals, props and realia.
5. Successful language learning activities incorporate opportunities for movement and physical activity.
6. Language learning activities should be geared to the child's interest level and motor skills.
7. Language learning activities should be interdisciplinary.
8. Culture is learned best through experiences with cultural practices rather than through discussion and reading. Global education must be an integral part of the curriculum.
9. Successful language learning activities are organized according to a communicative syllabus rather than a grammatical syllabus. Grammar should not be the object of instruction for its own sake.
10. Language learning activities should establish the language as a real means of communication.
11. Successful language programs make provision for reading and writing of familiar material as appropriate to the age and interest of the students, even in early stages.
12. Children's language learning should be evaluated frequently and regularly, in a manner which is consistent with the objectives of the program.

Helena Anderson Curtain
Milwaukee Public Schools
Carol Ann Pesola
Concordia College, Moorhead, MN

H. Jefferson School achievement test scores

Median percentile on the California Achievement Test

Group	Immersion	Overall School	City-wide
6th grade			
Math computation	65	51	54
Concepts & Appl.	56	54	60
4th grade			
Math computation	71	23	44
Concepts & Appl.	70	38	55
3rd grade			
Math computation	29	26	45
Concepts & Appl.	55	43	59
2nd grade			
Math computation	54	47	56
Concepts & Appl.	31	64	55

Summary of California Achievement Test Scores, Spring 1990

	Jefferson Spanish Partial Immersion				School Mainstream				City Mainstream			
Group	1-25 %tile	26-50 %tile	51-75 %tile	76-100 %tile	1-25 %tile	26-50 %tile	51-75 %tile	76-100 %tile	1-25 %tile	26-50 %tile	51-75 %tile	76-100 %tile
6th Grade												
Math Computation	7	21	50	21	25	22	17	35	18	28	26	28
Math Concepts & Appl.	14	21	50	14	17	25	32	25	17	24	24	35
4th Grade												
Math Computation	7	7	40	47	56	25	11	7	31	25	24	21
Math Concepts & Appl.	13	7	40	40	25	44	13	18	22	26	24	28
3rd Grade												
Math Computation	46	43	7	4	52	17	17	13	32	24	22	22
Math Concepts & Appl.	32	18	36	14	38	19	19	23	23	22	24	31
2nd Grade												
Math Computation	23	27	27	23	37	20	15	28	30	17	21	32
Math Concepts & Appl.	41	27	9	23	24	13	23	40	27	21	24	29

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 16

Minneapolis
Public
Schools

School: JEFFERSON CONTINUOUS

Grade: 8

Date of Testing: SPRING 90

MATHEMATICS COMPUTATION

	SCHOOL MAINSTREAM						CITY MAINSTREAM				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	1		100	0	0	0	30.0	28	38	20	15
AFRICAN AMERICAN	24	24.5	50	29	21	0	30.3	29	35	23	13
ASIAN AMERICAN	5		20	20	40	20	40.7	3	18	29	51
HISPANIC AMERICAN	3		0	0	0	100	36.5	12	24	32	32
WHITE AMERICAN	29	43.2	7	17	14	62	37.7	11	23	28	38
MALE	29	33.0	38	14	24	24	33.6	22	27	25	25
FEMALE	33	39.0	15	27	12	45	35.8	14	28	27	31
TOTAL	63	33.8	25	22	17	35	34.7	18	28	26	28
		51					54				

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 16

Minneapolis Public Schools

School	JEFFERSON SPANISH	Grade	8	Date of Testing	SPRING 90

MATHEMATICS COMPUTATION

	SCHOOL MAINSTREAM						CITY MAINSTREAM				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	1		0	0	0	100	30.0	28	38	20	15
AFRICAN AMERICAN	4		25	25	50	0	30.3	29	35	23	13
ASIAN AMERICAN	0		0	0	0	0	40.7	3	18	29	51
HISPANIC AMERICAN	3		0	33	33	33	36.5	12	24	32	32
WHITE AMERICAN	6		0	17	67	17	37.7	11	23	28	38
MALE	6		17	17	33	33	33.6	22	27	25	25
FEMALE	8		0	25	63	13	35.8	14	28	27	31
TOTAL	14	38.0 65%ile	7	21	50	21	34.7 54%ile	18	28	26	28

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 16

Minneapolis Public Schools

School: JEFFERSON CONTINUOUS

Grade: 8

Date of Testing: SPRING 90

MATHEMATICS
CONCEPTS & APPL.

		- - - - - - SCHOOL MAINSTREAM - - - - - -					- - - - - - CITY MAINSTREAM - - - - - -				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	1		100	0	0	0	38.3	22	35	24	19
AFRICAN AMERICAN	24	35.0	25	50	21	4	36.3	30	33	21	15
ASIAN AMERICAN	5		0	40	60	0	44.5	5	22	31	42
HISPANIC AMERICAN	3		0	0	100	0	41.8	15	20	35	30
WHITE AMERICAN	29	45.5	10	7	31	52	45.4	8	18	25	49
MALE	29	40.3	17	21	38	24	41.9	17	23	24	36
FEMALE	33	40.5	15	30	27	27	41.7	16	26	24	35
TOTAL	63	40.3	17	25	32	25	41.7	17	24	24	35
		54					60				

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 16

Minneapolis
Public
Schools

School: JEFFERSON SPANISH
Grade: 6
Date of Testing: SPRING 90

MATHEMATICS
CONCEPTS & APPL.

	N	SCHOOL MAINSTREAM MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	CITY MAINSTREAM MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	1		0	0	100	0	38.3	22	35	24	19
AFRICAN AMERICAN	4		0	50	50	0	36.3	30	33	21	15
ASIAN AMERICAN	0	*	0	0	0	0	44.5	5	22	31	42
HISPANIC AMERICAN	3		33	0	33	33	41.8	15	20	35	30
WHITE AMERICAN	6		17	17	50	17	45.4	8	18	25	49
MALE	6		17	17	50	17	41.9	17	23	24	36
FEMALE	8		13	25	50	13	41.7	16	26	24	35
TOTAL	14	40.8 56%ile	14	21	50	14	41.7 60%ile	17	24	24	35

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 14

Minneapolis Public Schools

School JEFFERSON CONTINUOUS **Grade** 4 **Date of Testing** SPRING 90

MATHEMATICS COMPUTATION

		------ SCHOOL MAINSTREAM ------					------ CITY MAINSTREAM ------				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	2		0	100	0	0	31.9	44	25	19	12
AFRICAN AMERICAN	27	23.8	78	15	7	0	31.1	46	27	16	10
ASIAN AMERICAN	9		56	33	11	0	42.8	11	15	34	40
HISPANIC AMERICAN	0		0	0	0	0	35.5	30	30	26	13
WHITE AMERICAN	17	32.5	29	29	18	24	40.3	19	24	29	28
MALE	32	28.0	56	22	13	9	36.0	33	25	23	19
FEMALE	22	28.0	59	27	9	5	37.8	28	24	24	23
TOTAL	55	28.0	56	25	11	7	36.8	31	25	24	21
		23					44				

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 14

Minneapolis
Public
Schools

School: JEFFERSON SPANISH | Grade: 4 | Date of Testing: SPRING 90

MATHEMATICS COMPUTATION

		SCHOOL MAINSTREAM					CITY MAINSTREAM				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	1		0	0	0	100	31.9	44	25	19	12
AFRICAN AMERICAN	5		20	0	40	40	31.1	46	27	16	10
ASIAN AMERICAN	0		0	0	0	0	42.8	11	15	34	40
HISPANIC AMERICAN	1		0	0	0	100	35.5	30	30	26	13
WHITE AMERICAN	8		0	13	50	38	40.3	19	24	29	28
MALE	8		13	13	50	25	36.0	33	25	23	19
FEMALE	7		0	0	29	71	37.8	28	24	24	23
TOTAL	15	44.0 71%ile	7	7	40	47	36.8 44%ile	31	25	24	21

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 14

Minneapolis
Public
Schools

School JEFFERSON CONTINUOUS

Grade 4

Date of Testing SPRING 90

MATHEMATICS
CONCEPTS & APPL.

	SCHOOL MAINSTREAM						CITY MAINSTREAM				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	2		0	100	0	0	40.9	32	35	19	15
AFRICAN AMERICAN	27	37.5	37	52	7	4	38.9	38	34	18	9
ASIAN AMERICAN	9		22	44	11	22	48.0	8	22	31	39
HISPANIC AMERICAN	0		0	0	0	0	44.5	20	29	31	20
WHITE AMERICAN	17	47.5	12	24	24	41	48.4	11	20	27	43
MALE	32	41.5	26	38	13	22	45.3	21	25	24	30
FEMALE	22	39.5	23	50	14	14	44.7	23	27	24	27
TOTAL	55	40.3	25	44	13	18	44.9	22	26	24	28
		38					55				

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MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 14

Minneapolis Public Schools

School: JEFFERSON SPANISH

Grade: 4

Date of Testing: SPRING 90

MATHEMATICS
CONCEPTS & APPL.

		SCHOOL MAINSTREAM					CITY MAINSTREAM				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	1		0	0	100	0	40.9	32	35	19	15
AFRICAN AMERICAN	5		40	20	20	20	38.9	38	34	18	9
ASIAN AMERICAN	0		0	0	0	0	48.0	8	22	31	39
HISPANIC AMERICAN	1		0	0	0	100	44.5	20	29	31	20
WHITE AMERICAN	8		0	0	50	50	48.4	11	20	27	43
MALE	8		13	0	63	25	45.3	21	25	24	30
FEMALE	7		14	14	14	57	44.7	23	27	24	27
TOTAL	15	48.2 70%ile	13	7	40	40	44.9 55%ile	22	26	24	28

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 13

Minneapolis
Public
Schools

School: JEFFERSON CONTINUOUS

Grade: 3

Date of Testing: SPRING 80

MATHEMATICS
COMPUTATION

	SCHOOL MAINSTREAM						CITY MAINSTREAM				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	3		67	33	0	0	30.6	50	21	17	12
AFRICAN AMERICAN	19	22.0	79	21	0	0	30.7	49	25	16	10
ASIAN AMERICAN	7		29	29	29	14	36.6	17	25	32	26
HISPANIC AMERICAN	1		100	0	0	0	33.5	33	26	22	20
WHITE AMERICAN	21	36.8	33	10	29	29	36.4	20	24	26	30
MALE	28	30.0	54	14	21	11	33.9	34	24	21	21
FEMALE	24	30.5	50	21	13	17	34.8	30	24	23	23
TOTAL	52	30.3	52	17	17	13	34.4	32	24	22	22

26

45

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 13

Minneapolis
Public
Schools

School: JEFFERSON SPANISH   Grade: 3   Date of Testing: SPRING 80

MATHEMATICS
COMPUTATION

		- - - - - - SCHOOL MAINSTREAM - - - - - -					- - - - - - CITY MAINSTREAM - - - - - -				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	1		100	0	0	0	30.6	50	21	17	12
AFRICAN AMERICAN	8		63	38	0	0	30.7	49	25	16	10
ASIAN AMERICAN	1		0	0	0	100	36.6	17	25	32	26
HISPANIC AMERICAN	4		50	25	25	0	33.5	33	26	22	20
WHITE AMERICAN	14	32.0	36	57	7	0	36.4	20	24	26	30
MALE	14	32.0	43	43	7	7	33.9	34	24	21	21
FEMALE	14	30.5	50	43	7	0	34.8	30	24	23	23
TOTAL	28	31.0	46	43	7	4	34.4	32	24	22	22
		39%ile					45%ile				

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 13

Minneapolis Public Schools

School JEFFERSON SPANISH **Grade** 3 **Date of Testing** SPRING 90

MATHEMATICS
CONCEPTS & APPL.

		------ SCHOOL MAINSTREAM ------					------ CITY MAINSTREAM ------				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	1		0	0	100	0	35.5	34	30	21	14
AFRICAN AMERICAN	8		25	13	50	13	34.7	39	28	21	11
ASIAN AMERICAN	1		0	0	0	100	40.1	17	20	24	39
HISPANIC AMERICAN	4		75	0	0	25	37.3	28	24	20	28
WHITE AMERICAN	14	36.5	29	29	36	7	40.8	12	16	27	45
MALE	14	38.5	21	14	50	14	38.9	23	19	25	33
FEMALE	14	34.0	43	21	21	14	38.0	23	24	23	29
TOTAL	28	37.5 55%ile	32	18	36	14	38.5 59%ile	23	22	24	31

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 13

Minneapolis Public Schools

School: JEFFERSON CONTINUOUS
Grade: 3
Date of Testing: SPRING 90

MATHEMATICS CONCEPTS & APPL.

		------ SCHOOL MAINSTREAM ------					------ CITY MAINSTREAM ------				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	3		33	33	33	0	35.5	34	30	21	14
AFRICAN AMERICAN	19	29.0	63	21	16	0	34.7	39	28	21	11
ASIAN AMERICAN	7		14	29	29	29	40.1	17	20	24	39
HISPANIC AMERICAN	1		100	0	0	0	37.3	28	24	20	28
WHITE AMERICAN	21	39.5	19	14	19	48	40.8	12	16	27	45
MALE	28	36.5	36	18	21	25	38.9	23	19	25	33
FEMALE	24	34.0	42	21	17	21	38.0	23	24	23	29
TOTAL	52	35.8	38	19	19	23	38.5	23	22	24	31
		43					59				

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 12

Minneapolis
Public
Schools

School: JEFFERSON SPANISH   Grade: 2   Date of Testing: SPRING 90

MATHEMATICS
COMPUTATION

	SCHOOL MAINSTREAM						CITY MAINSTREAM				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	0		0	0	0	0	19.4	40	19	22	20
AFRICAN AMERICAN	9		44	33	22	0	18.9	46	19	18	17
ASIAN AMERICAN	1		0	100	0	0	21.3	17	17	30	36
HISPANIC AMERICAN	3		33	33	33	0	19.6	34	27	25	14
WHITE AMERICAN	9		0	11	33	56	21.9	20	15	23	43
MALE	11	20.8	36	0	45	18	20.8	30	17	21	32
FEMALE	11	19.8	9	55	9	27	20.8	31	17	21	32
TOTAL	22	20.5 ✓ 54%ile	23	27	27	23	20.8 56ile	30	17	21	32

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 12

Minneapolis Public Schools

School: JEFFERSON CONTINUOUS

Grade: 2

Date of Testing: SPRING 90

MATHEMATICS COMPUTATION

	SCHOOL MAINSTREAM						CITY MAINSTREAM				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	0		0	0	0	0	19.4	40	19	22	20
AFRICAN AMERICAN	24	16.2	75	8	8	8	18.9	46	19	18	17
ASIAN AMERICAN	5		0	40	0	60	21.3	17	17	30	36
HISPANIC AMERICAN	1		100	0	0	0	19.6	34	27	25	14
WHITE AMERICAN	45	21.0	20	24	20	36	21.9	20	15	23	43
MALE	42	20.0	40	14	14	31	20.8	30	17	21	32
FEMALE	33	19.7	33	27	15	24	20.8	31	17	21	32
TOTAL	75	19.8 47	37	20	15	28	20.8 56	30	17	21	32

[illegible] Data [illegible]

MINNEAPOLIS ACHIEVEMENT TESTS

CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 12

Minneapolis Public Schools

School: JEFFERSON CONTINUOUS

Grade: 2

Date of Testing: SPRING 90

MATHEMATICS
CONCEPTS & APPL.

	------- SCHOOL MAINSTREAM -------						------- CITY MAINSTREAM -------				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	0		0	0	0	0	27.7	41	27	16	16
AFRICAN AMERICAN	24	25.0	58	13	13	17	27.7	43	25	19	14
ASIAN AMERICAN	5		0	20	20	60	31.9	19	19	26	36
HISPANIC AMERICAN	1		0	100	0	0	29.5	29	24	27	20
WHITE AMERICAN	45	33.5	9	11	29	51	32.6	15	18	27	40
MALE	42	31.5	21	17	24	38	30.9	26	21	22	31
FEMALE	33	32.2	27	9	21	42	30.7	27	21	25	26
TOTAL	75	31.9	24	13	23	40	30.9	27	21	24	29
		64					55				

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 12

Minneapolis
Public
Schools

School JEFFERSON SPANISH

Grade 2

Date of Testing SPRING 90

**MATHEMATICS
CONCEPTS & APPL.**

		SCHOOL MAINSTREAM					CITY MAINSTREAM				
	N	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE	MEDIAN RAW SCORE	1-25 %ILE	26-50 %ILE	51-75 %ILE	76-99 %ILE
INDIAN AMERICAN	0		0	0	0	0	27.7	41	27	16	16
AFRICAN AMERICAN	9		56	44	0	0	27.7	43	25	19	14
ASIAN AMERICAN	1		100	0	0	0	31.9	19	19	26	36
HISPANIC AMERICAN	3		33	33	33	0	29.5	29	24	27	20
WHITE AMERICAN	9		22	11	11	56	32.6	15	18	27	40
MALE	11	27.0	36	27	18	18	30.9	26	21	22	31
FEMALE	11	26.5	45	27	0	27	30.7	27	21	25	26
TOTAL	22	27.2 31%ile	41	27	9	23	30.8 55%ile	27	21	24	29

5071 Data Recognition Corp.

MINNEAPOLIS ACHIEVEMENT TESTS

CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 12

PORT OF PUPIL RAW SCORES WITH NATIONAL PERCENTILE RANKS

Spring 90

hool: JEFFERSON SPANISH

Grade: 2

Date of Testing: [redacted]

PAGE 1

SEX		VOCABULARY RS	VOCABULARY N%	READING COMPREHEN. RS	READING COMPREHEN. N%.	MATHEMATICS COMPUTATION RS	MATHEMATICS COMPUTATION N%	MATHEMATICS CONCEPTS RS	MATHEMATICS CONCEPTS N%
W SCORE		30		30		24		38	
F		27	61	28	79	24	93	35	93
M		23	56	28	79	21	57	27	30
M		7	5	5	1	18	25	26	25
F		20	42	27	68	20	50	30	49
F		7	5	10	9	19	36	24	17
M		13	20	17	22	16	13	25	21
M		18	35	23	39	17	17	27	30
M		2	1	12	13	22	66	26	25
F		8	8	5	1	20	50	18	5
M		22	51	28	79	21	57	28	34
F		8	8	6	2	19	36	25	21
M	R	9	10	11	11	21	57	31	56
M		8	8	6	2	18	25	11	1
M		24	61	22	34	23	80	35	93
F		17	32	18	24	17	17	29	42
F		24	61	30	98	24	93	36	96
F		14	23	24	43	20	50	25	21
M		13	20	9	7	22	66	33	74
M		26	75	27	68	24	93	34	85
F		22	51	28	79	22	66	28	25
F		11	15	14	16	19	36	27	30
F		18	35	23	39	24	93	34	85
mean			31.95		36.95		53.45		43.64
s. d.			24.53		32.05		26.13		30.56

5071 - Data Recognition Corp. - 54321

MINNEAPOLIS ACHIEVEMENT TESTS

CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 13

PORT OF PUPIL RAW SCORES WITH NATIONAL PERCENTILE RANKS

SPRING

hool JEFFERSON SPANISH Grade 3 Date of Testing [redacted]

PAGE 1

SEX	VOCABULARY RS	VOCABULARY N%	READING COMPREHEN. RS	READING COMPREHEN. N%	MATHEMATICS COMPUTATION RS	MATHEMATICS COMPUTATION N%	MATHEMATICS CONCEPTS RS	MATHEMATICS CONCEPTS N%
W SCORE	35		35		44		48	
F	22	25	27	36	38	66	31	22
M	8	2	13	8	19	6	21	6
M	28	49	31	60	33	38	40	68
F	32	75	32	69	35	49	41	75
M	32	75	35	97	33	38	40	68
F	32	75	30	53	33	38	42	82
F	31	68	31	60	32	33	38	56
M	33	83	32	69	33	38	39	62
F	31	68	31	60	35	49	42	82
F	31	68	32	69	31	29	35	38
F	22	25	17	13	18	5	25	10
F	21	22	26	32	20	7	35	38
F	23	28	21	19	30	25	32	25
M	28	49	32	69	30	25	38	56
M	27	43	28	41	28	20	38	56
M	32	75	28	41	38	66	37	50
F	5	1	10	4	25	14	23	8
M	34	91	32	69	29	23	42	82
M	25	35	23	23	31	29	39	62
M	15	10	21	19	30	25	26	11
M	30	61	35	97	33	38	36	44
F	20	20	29	46	26	16	29	17
M	25	35	34	90	33	38	40	68
M	34	91	32	69	40	77	44	92
F	27	43	29	46	30	25	39	62
M	25	35	23	23	30	25	29	17
F	29	54	23	23	34	43	33	29
F	19	17	30	53	26	16	27	13
mean		47.25		48.50		32.18		46.39
s.d		26.83		26.18		17.85		2663

5071 - Data Recognition Corp. - 24821

MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 14
PORT OF PUPIL RAW SCORES WITH NATIONAL PERCENTILE RANKS

:hool JEFFERSON SPANISH

Grade 4

Date of Testing APR 1990

PAGE 1

SEX	VOCABULARY RS	VOCABULARY N%	READING COMPREHEN. RS	READING COMPREHEN. N%	MATHEMATICS COMPUTATION RS	MATHEMATICS COMPUTATION N%	MATHEMATICS CONCEPTS RS	MATHEMATICS CONCEPTS N%
W SCORE	55		58		50		58	
F	30	20	29	28	45	76	38	32
M	38	34	40	44	24	16	35	24
M	37	32	32	32	46	83	48	69
F	32	23	17	9	41	59	28	14
M	51	81	49	74	32	30	45	55
M	51	81	42	49	45	76	48	69
M	47	62	44	55	42	62	48	69
F	47	62	42	49	45	78	51	85
F	54	95	51	84	45	78	53	95
F	54	95	49	74	48	94	50	80
M	50	76	50	79	41	59	45	65
F	54	95	51	84	43	66	51	85
F	39	36	46	61	45	76	49	74
M	53	90	45	58	44	71	53	95
M	45	53	46	61	44	71	52	90
mean		62.33		56.07		66.07		66.07
S.d		27.64		21.73		19.88		25.54

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MINNEAPOLIS ACHIEVEMENT TESTS
CALIFORNIA ACHIEVEMENT TESTS FORM E LEVEL 16
EPORT OF PUPIL RAW SCORES WITH NATIONAL PERCENTILE RANKS

chool: JEFFERSON SPANISH
Grade: 6
Date of Testing: APR 199C
PAGE 1

SEX		VOCABULARY RS	VOCABULARY N%	READING COMPREHEN. RS	READING COMPREHEN. N%	MATHEMATICS COMPUTATION RS	MATHEMATICS COMPUTATION N%	MATHEMATICS CONCEPTS RS	MATHEMATICS CONCEPTS N%
M SCORE		55		55		50		55	
M	R	16	6	18	10	33	49	25	14
F		39	51	48	66	38	65	41	57
F		26	21	38	38				
F		39	51	47	62	29	38	33	32
F		33	35	52	87	41	76	40	53
M		44	68	48	66	41	76	41	57
M		40	55	46	58	39	68	41	57
F		36	43	49	70	39	68	44	69
M		15	5	27	21	22	18	38	46
F		40	55	46	58	35	55	37	43
F		48	81	46	58	38	65	49	89
F		32	32	24	17	27	32	30	24
M		51	90	54	97	42	80	52	97
M		22	15	43	49	40	71	44	69
F		27	23	25	19	34	52	43	65
Mean			42.07		51.73		58.07		55.14
S.D			25.84		25.74		18.40		22.91

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MINNEAPOLIS BENCHMARK TESTS

Minneapolis
Public
Schools

School: JEFFERSON SPANISH

Grade: 5

Date of Testing: SPRING 90

MATHEMATICS	SCHOOL MAINSTREAM				CITY MAINSTREAM		
	N	% PASS	% LOWER HALF	% UPPER HALF	% PASS	% LOWER HALF	% UPPER HALF
INDIAN AMERICAN	0	0	0	0	67	68	32
AFRICAN AMERICAN	7	57	71	29	65	71	29
ASIAN AMERICAN	0	0	0	0	93	33	67
HISPANIC AMERICAN	0	0	0	0	73	52	48
WHITE AMERICAN	13	100	62	38	90	36	64
MALE	13	77	69	31	78	51	49
FEMALE	7	100	57	43	81	50	50
TOTAL	20	85	65	35	79	51	49

MINNEAPOLIS BENCHMARK TESTS

Minneapolis
Public
Schools

School: JEFFERSON CONTINUOUS

Grade: 5

Date of Testing: SPRING 90

MATHEMATICS	SCHOOL MAINSTREAM				CITY MAINSTREAM		
	N	% PASS	% LOWER HALF	% UPPER HALF	% PASS	% LOWER HALF	% UPPER HALF
INDIAN AMERICAN	4	25	100	0	67	68	32
AFRICAN AMERICAN	29	34	97	3	65	71	29
ASIAN AMERICAN	5	80	60	40	93	33	67
HISPANIC AMERICAN	0	0	0	0	73	52	48
WHITE AMERICAN	27	81	48	52	90	36	64
MALE	22	55	82	18	78	51	49
FEMALE	43	58	70	30	81	50	50
TOTAL	65	54	75	25	79	51	49

MINNEAPOLIS BENCHMARK TESTS
STUDENT ROSTER OF RAW SCORES

ool: JEFFERSON SPANISH

Grade: 5

Date of Testing: SPRING 90

PAGE 1

	READING					MATHEMATICS				WRITING
	TOTAL		DECODING	VOCAB.	COMPRE.	TOTAL		COMP.	CONC.	
SEX	RAW SCORE	PERCENT CORRECT	PERCENT CORRECT	PERCENT CORRECT	PERCENT CORRECT	RAW SCORE	PERCENT CORRECT	PERCENT CORRECT	PERCENT CORRECT	CATEGORY SCORE
XIMUM SCORE	70		15	20	35	65		25	40	
F	61	87	100	95	77	51	78	100	65	2.0
F	68	97	100	100	94	58	89	100	83	4.0
F	64	91	100	100	83	50	77	84	73	2.0
M	62	89	100	95	80	48	74	68	78	2.5
M	55	79	93	90	66	49	75	92	65	3.0
F	65	93	93	90	94	49	75	84	70	2.5
M	• 35	50	87	35	43	• 36	55	56	55	2.0
M	56	80	93	85	71	46	71	80	65	2.0
M	61	87	100	85	83	• 38	58	76	48	2.0
M	70	100	100	100	100	65	100	100	100	4.0
M	67	96	100	95	94	50	77	80	75	3.5
F	61	87	73	95	89	48	74	76	73	2.0
M	58	83	93	80	80	50	77	84	73	2.5
F	70	100	100	100	100	63	97	100	95	3.5
M	58	83	100	90	71	• 28	43	52	38	• 1.0
M	59	84	100	80	80	48	74	68	78	2.0
F	70	100	100	100	100	61	94	96	93	4.0
M	67	96	100	95	94	64	98	100	98	4.0
M	70	100	100	100	100	61	94	96	93	4.0
M	58	83	100	90	71	61	94	100	90	3.5
	61.8	88.3	96.6	90.0	83.5	51.2	78.7	84.6	75.4	2.80 School mean
)	56.0	80.0	90.6	82.1	74.2	48.7	74.8	78.1	72.5	2.50 DISTRICT mean

. Passing score for Reading is 49. Passing score for Mathematics is 40.
t take all tests.

ocial Ed.

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MINNEAPOLIS BENCHMARK TESTS
STUDENT ROSTER OF RAW SCORES

Minneapolis
Public
Schools

School: JEFFERSON SPANISH

Grade: 8

Date of Testing: SPRING 80

STUDENT'S NAME	NUMBER	SEX	READING TOTAL RAW SCORE	READING TOTAL PERCENT CORRECT	READING DECODING PERCENT CORRECT	READING VOCAB. PERCENT CORRECT	READING COMPRE. PERCENT CORRECT	MATHEMATICS TOTAL RAW SCORE	MATHEMATICS TOTAL PERCENT CORRECT	MATHEMATICS COMP. PERCENT CORRECT	MATHEMATICS CONC. PERCENT CORRECT	WRITING CATEGORY SCORE
	MAXIMUM RAW SCORE		70		15	20	35	65		25	40	

COUNTS AND PERCENT ACHIEVING A PASSING SCORE BY STUDENT CATEGORY

	READING N	READING PCT	MATHEMATICS N	MATHEMATICS PCT	WRITING N	WRITING PCT	PASS GROUP N	PASS GROUP PCT	REVIEW GROUP N	REVIEW GROUP PCT	RETAIN GROUP N	RETAIN GROUP PCT	UNCLASSIFIED N	UNCLASSIFIED PCT
MAINSTREAM	20	95.0	20	85.0	20	95.0	18	90.0	2	10.0				
TOTAL	20	95.0	20	85.0	20	95.0	18	90.0	2	10.0				